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ABSTRACT

Antelope Valley Community College, in one of its efforts to improve educational offerings, commissioned the institutional research officer to develop a technical vocational occupation follow-up system. This report is a description of the results of the survey used to evaluate technical vocational occupation success from 1967 to 1972. (Author/SGM)

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EXHIBIT A

TECHNICAL - VOCATIONAL - OCCUPATIONAL

FIVE YEAR FOLLOW-UP STUDY, 1967-1972

PHASE I DESCRIPTIVE STATISTICS

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Tec-Voc-Occ Five-Year Follow-Up Study

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INTRODUCTION

Antelope Valley Community College, in one of its efforts to improve educational offerings, commissioned the institutional research officer to develop a technical-vocational-occupation follow-up system.

The system's goals broadly defined are:

1) to evaluate the degree to which instruction has met student learning needs
2) to assess placement activities of college personnel
3) to obtain information that can be used to make the technical-vocational-occupational education experiences of each student optimum

In order to gather statistical data for use in meeting the broad goals, a model was devised involving the sampling of a population of approximately 30,000. From 30,000 a sample of approximately 1,100 was drawn. A carefully designed questionnaire was mailed to the last known address for each of the 1,100 of the sample. The initial mailing provided 203 completed questionnaires. Phone call follow-ups were made to people with listed numbers. A high proportion of questionnaires were not delivered due to incorrect addresses. Help was obtained from the Department of Motor Vehicles to update addresses, using names and birth dates as indicators. After more follow-up phone calls and approximately five mailings, 720 respondents actually received the questionnaire. Five hundred and six (506) of the received questionnaires were returned by the completion date of the sampling phase. These figures indicate a return of approximately 70% from the 720 samples contacted.

STUDY DESIGN

Survey Instrument

The research committee of Antelope Valley College developed nine specific objectives for the study. The institutional research officer gathered samples of technical-vocational-occupational survey instruments used by colleges in the Southern California area through the Southern California Institutional Research Association. A questionnaire was structured to meet the objectives of the Antelope Valley College study. Use of the best features and questions found on the sample questionnaires was made in an effort to develop an optimum survey instrument.

Appendix B

Figure 1 The questionnaire

Figure 2 Cover letter

Figure 3 Letter from the Superintendent

Definition of a technical-vocational-occupational program

Before sampling could begin, it was necessary to define a technical-vocational-occupational program (major). A technical-vocational-occupational program (major) is defined to be one which is listed in the current college catalog under occupational-technical major and designed primarily to give the student employable skills in a specified occupational area in two years or less. (No stipulation is made with regard to standards to be met or degrees to be achieved under this definition.)

Criteria used to select technical-vocational-occupational students for the sample:

1. The student should have attended Antelope Valley College at least one semester during the school years of 1967-1972 (5 year period).

2. The student must have an identifiable technical-vocational-occupational major (declared or obvious from transcript record) with a minimum of 12 units in a technical-vocational-occupational program, as defined above, inclusive of electives listed in the catalog as appropriate to that major.
3. If a clear pattern of 12 units in a specific major is not indicated, the transcripts should exhibit a terminal pattern with primarily nonremedial work including a minimum of 12 units in various technical-vocational-occupational courses. (These samples are listed as "mixed" and are tabulated in the miscellaneous category.)
4. Cumulative G.P.A. must be 2.0 on a 4.0 scale in all college work attempted.

SURVEY PROCEDURE

1. Approximately 1,100 students were identified in accord with criteria 1 through 4 from over 30,000 transcripts during the sampling phase.
2. Questionnaires with self-addressed stamped envelopes were mailed to all alumni with verifiable addresses.
3. After many mailings, multiple phone calls, refinement of mailing addresses, using California Department of Motor Vehicles files and personal follow-up procedures, 720 of the 1,100 questionnaires were actually delivered to alumni.
4. Survey Phases:
   - Phase I — 203 questionnaires were returned from first mailing without follow-up procedures.
   - Phase II — DMV address correction and phone contact was followed by another mailing to those with valid addresses.

Phase III Phone calls to all remaining samples with a plea for return.

TABULATION OF RESULTS

All questionnaires were sorted by hand and results tabulated by major. The tables in this report are organized in section related to the objectives.

OBJECTIVES

OBJECTIVES

Table 0 lists the basic objectives of the study. Questions and sections of the questionnaire as they relate to each objective are also listed. In this report (Phase I, Descriptive Statistics) each objective is treated in a separate section with data presented in a minimum of two ways for ease of interpretation and maximum usefulness. Phase II of the follow-up study will involve cross-checks between related questions (for establishment of reliability) and correlations along with tests of significance.

TECH-VOC QUESTIONNAIRE OBJECTIVES

Questions that will be used to meet objectives

Objective No.	Question No.	Page
1. Activity in Major	Section B, 1 - 4	10
2. Obtained job as a result of training	Section B 3 (a) - (c)	11
3. Placement by A.V.C. personnel	Section C 4	18
4. Numbers completing certificate or degree program	Section D 1, 3, 5, 6, 7	22
5. Numbers completing certificate/ degree that actually received certificate/degree	Section D 2, 4	22
6. Day School, Extended Day and percent of mixed	Section E	29
7. Degree of satisfaction with curriculum and instruction at A.V.C.	Section C 1, 2 and Section F	34
8. Course work after A.V.C. needed for employment	Section B 3 (d)	22
9. Proportion of students whose selection of final major was a direct result of personnel and which ones	Section C 3	45

TABLE 0

ACTIVITY IN MAJOR

OBTAINED JOB AS A RESULT OF TRAINING

COURSE WORK AFTER A.V.C. NEEDED FOR EMPLOYMENT

OBJECTIVE 1 ACTIVITY IN MAJOR

Table 1 Raw Data First two sections

Table 1P Percentages First two sections

Figure 1B Graph - Employment Comparisons

Employment in Major or Related Field

Reasons for Lack of Employment

OBJECTIVE 2 OBTAINED JOB AS A RESULT OF TRAINING

Table 2 Raw and Percentage Data

Training For Employment

OBJECTIVE 8 COURSE WORK

Table 1 Raw Data Third section

Table 1P Percentages Third section

Was More Training Necessary

ACTIVITY IN MAJOR

Table I - consideration of data from Table I reveals the following:

1. Slightly over half of the alumni in the sample (56%, 285) are working in a field related to their major.
2. Of the remaining 44%, (221), 17% are unemployed for various reasons while 27% are employed in an unrelated industry.
3. The nursing major has the greatest number of graduates employed with only three of the 65 employed in an unrelated field.
4. Eleven of the 14 unemployed in nursing are attending school or have other reasons for being unemployed. (Data on the reasons for unemployment also appears in Table 1P as percentages.)
5. Recreation, with three replies from the initial sample, has 100% of those employed (66% or 2) working in a related field.

For comparative purposes, totals can be used as "norms". Total percentages are based on number of responses - excluding those questionnaires that had the question unanswered. (Hence, the discrepancy in numbers when comparing the totals column on Table 1 with the same tabulation on Table 1P.)

Some interesting and useful comparisons are possible using the "norm" principle. Data Processing, as an example, has 84% of its alumni employed, 1% over the "norm", but only 39% of the 84% are in a related field. Air Conditioning and Refrigeration has 90% employment, but only 22% of the sample of 10 are in the refrigeration industry. Comparisons of the total field of samples may be visualized by referring to Figure 1B. Figure 1B is a modified bar graph showing percent employed in a related field by major and in comparison to totals. A perpendicular line has been drawn from the "norm" of the sample (bottom row) upward through all results for comparative purposes. Bars that pass through the norm-perpendicular indicate above average majors in each category.

RELEVANCY OF TRAINING

Table 2 contains raw data. Percent totals on the bottom row are calculated with 506 as the base. Table 2P presents the data from Table 2 in percentage form. If sample totals are considered the college norm, comparisons of each major can be made. Example: 44% of the number of respondents claimed that course work helped prepare them to obtain their present position.

In Nursing, 96% made the same claim specifically for nursing training. The agriculture majors with 67% of the 6 in the sample answering (4), indicate no help from training to obtain their present job. One in the same major, however, claims that the training helped him to perform his present job.

The agriculture major was chosen as an extreme case to demonstrate the usefulness of Table 2 for the smaller samples. Care should be exercised in interpretation of data from majors with limited numbers.

TABLE 1

EMPLOYMENT IN MAJOR - TRAINING FOR EMPLOYMENT

MAJOR	EMPLOYMENT				NOT EMPLOYED BECAUSE				WAS MORE TRAINING NECESSARY				NO. IN MAJOR
	YES	NO	In Related Field YES	In Related Field NO	House-wife	Armed Forces	Attending School	Other	To Obtain Present Job YES	To Obtain Present Job NO	To Perform Present Job YES	To Perform Present Job NO	
Agriculture	4	1	1	3	0	0	1	0	1	3	1	3	6
Air Cond/Ref	9	1	2	7	0	0	0	1	2	8	2	7	10
Air Traffic Cont.	5	2	2	3	0	0	0	2	1	5	1	5	7
Automotive	19	2	14	5	0	2	0	0	5	13	6	8	21
Business	68	16	49	19	7	1	5	3	16	51	17	47	85
Electronics	38	8	21	16	0	3	4	1	13	23	18	18	47
Recreation	2	1	2	0	0	0	0	1	1	1	1	1	3
Engineering	17	2	12	5	0	2	0	0	8	9	8	9	19
Secretarial	36	22	29	6	20	0	2	2	8	25	5	27	58
Data Processing	26	5	11	17	2	0	2	2	6	15	7	16	31
Library Tech	8	2	5	5	2	0	0	0	2	8	1	8	10
Fire/Forestry	14	0	12	2	0	0	0	0	3	11	4	10	14
Instr. Aide	9	2	9	2	1	0	2	0	2	9	1	11	11
Nursing	65	14	62	9	11	1	2	2	4	63	9	58	79
Police Science	31	1	18	13	0	1	0	0	8	22	12	19	32
Real Estate	36	4	21	16	2	0	0	2	15	20	14	22	40
Radiologic Tech.	3	0	2	1	0	0	0	0	1	2	1	2	3
Welding	3	0	1	2	0	0	0	0	2	1	2	1	3
Miscellaneous	25	2	20	5	0	0	1	1	3	22	4	21	27
Totals	416	85	293	136	45	10	19	17	100	313	114	293	506
Percentage	82.2	16.7	57.9	26.8	8.9	1.9	3.7	3.3	19.7	61.8	22.5	57.9	

TABLE IP

EMPLOYMENT IN MAJOR - TRAINING FOR EMPLOYMENT

(IN PERCENTAGES)

MAJOR	EMPLOYMENT				NOT EMPLOYED BECAUSE				WAS MORE TRAINING NECESSARY				
			In Related Field						To Obtain Present Job		To Perform Present Job		
	YES	NO	YES	NO	House-wife	Armed Forces	Attending School	Other	YES	NO	YES	NO	NO. IN MAJOR
Agriculture	80	20	25	75	0	0	17	0	25	75	25	75	6
Air Cond/Ref.	90	10	22	73	0	0	0	10	11	89	23	77	10
Air Traffic Cont.	71	29	40	60	0	0	0	29	17	83	17	83	7
Automotive	90	10	73	27	0	10	0	0	28	72	43	57	21
Business	81	19	72	28	8	2	6	4	24	76	27	73	85
Electronics	83	17	57	43	0	6	9	2	36	64	50	50	47
Recreation	66	33	100	0	0	0	0	33	50	50	50	50	3
Engineering	89	11	71	29	0	11	0	0	47	53	47	53	19
Secretarial	62	38	83	17	34	0	3	3	24	76	16	84	58
Data Processing	84	16	39	61	8	0	6	6	27	73	30	70	31
Library Tech	80	20	50	50	20	0	0	0	20	80	11	89	10
Fire/Forestry	100	0	86	14	0	0	0	0	21	79	29	71	14
Instr. Aide	82	18	82	18	11	0	18	0	18	82	8	92	11
Nursing	82	18	87	13	17	1	3	3	6	94	13	87	79
Police Science	97	3	58	42	0	3	0	0	27	73	39	61	32
Real Estate	90	10	57	43	6	0	0	5	43	57	39	61	40
Radiologic Tech.	100	0	66	33	0	0	0	0	33	66	33	66	3
Welding	100	0	66	33	0	0	0	0	66	33	66	33	3
Miscellaneous	93	7	33	66	0	0	4	4	12	88	16	84	27
Totals	83	17	68	32	9	2	4	[illegible]	24	76	28	72	506

PERCENTAGE

285 (56%) are employed in a job related to their major.

221 ([illegible]%) are employed in jobs not related to their major.

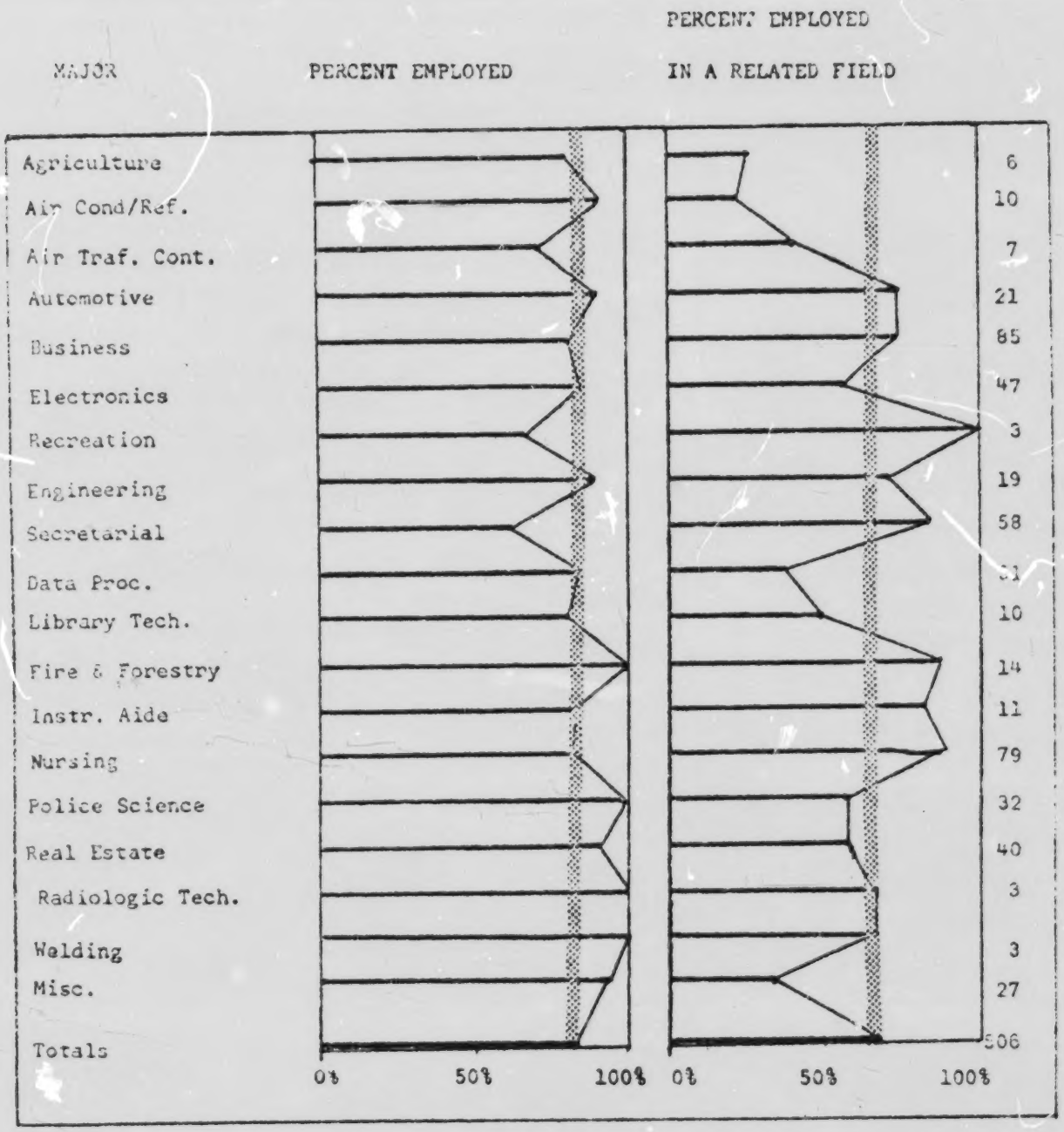


FIGURE 1 B EMPLOYMENT COMPARISONS

* Note: This graph represents the percent of those employed that are actually employed in a related field.

PLACEMENT SERVICE ASSESSMENT

TABLE 2 and 2P

MAJOR	2 TRAININ FOR EMPLOYMENT — Did Courses At A.V. College Directly Prepare You To: Obtain Present Employment		Perform Present Job		Advance in Present Job	
	Yes	No	Yes	No	Yes	No
Agriculture	0	4	1	3	0	3
Air Cond/Ref.	4	5	3	6	3	6
Air Traf. Cont.	0	7	0	7	0	7
Automotive	9	7	13	6	7	9
Business	26	38	34	32	27	37
Electronics	9	27	18	18	15	20
Recreation	1	1	0	2	0	2
Engineering	6	11	8	8	6	9
Secretarial	18	16	19	14	18	12
Data Proc.	9	18	15	12	12	14
Library Tech.	4	6	3	6	4	5
Fire & Forestry	5	9	6	8	9	5
Instr. Aide	4	5	6	3	5	6
Nursing	67	3	58	9	35	28
Police Science	2	25	13	16	11	18
Real Estate	8	26	16	20	18	19
Radiologic Tech	1	2	1	2	1	2
Welding	1	1	2	1	2	1
Misc.	7	17	12	12	10	12
Totals	181	228	228	175	176	215
Percentage	35.7	45.0	45.0	34.5	34.7	42.4

2P TRAINING FOR EMPLOYMENT - PERCENTAGES — Courses At A.V. College Directly Prepared Me To: Obtain Present Employment	% Ans. Question	Perform Present Job	% Ans. Question	Advance in Present Job	% Ans. Question	No. in Major
0	67	25	67	0	50	6
44	90	33	90	33	90	10
0	100	0	100	0	100	7
56	76	68	90	44	76	21
41	75	52	78	42	75	85
25	77	50	77	43	74	47
50	67	0	67	0	67	3
35	89	50	84	40	79	19
53	59	58	57	60	52	58
33	87	56	87	46	84	31
40	100	33	90	44	90	10
36	100	43	100	64	100	14
44	82	67	82	45	100	11
96	89	87	85	56	80	79
7	84	45	91	30	91	32
24	85	44	90	49	93	40
33	100	33	100	33	100	3
50	67	67	100	67	100	3
29	89	50	89	45	81	27
						506
44*	81	57*	80	45*	77	100

* $\frac{N_{yes} \times 100}{\text{Number Answering Question}}$ %

OBJECTIVE 3 PLACEMENT SERVICE ASSESSMENT

Table 3 Assistance in Obtaining Employment

Figure 3 Percentage Rate of Return by Major - A Bar Graph

PLACEMENT SERVICE ASSESSMENT

Table 3 lists all responses to questionnaire, Section C, Part4 - Assistance in Obtaining Employment.

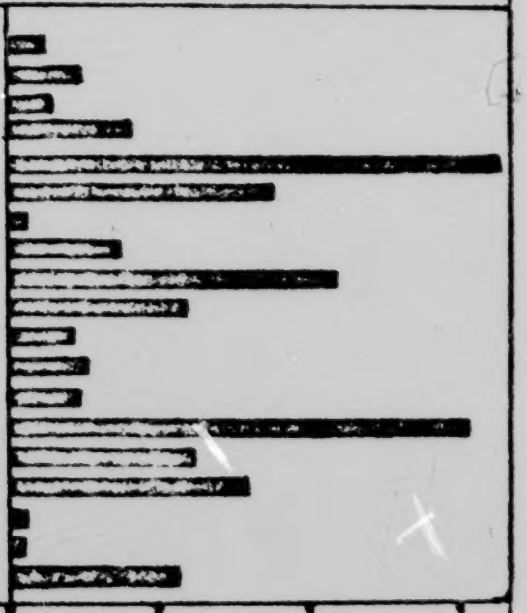
Summary: Over 7% of the sample felt that Antelope Valley College personnel helped them obtain part-time employment. About 4.5% felt that they were helped to obtain full-time employment. Nearly 5% sought assistance, but no suitable job was available. 3.7% intend to seek assistance in obtaining a job in the future while 2.2% feel that job placement was provided through the Antelope Valley College Counselors and Placement Service. The largest segment of the sample, nearly 400 or approximately 79% claimed that they did not seek assistance in job placement.

Figure 3 on Table 3 presents the percentages of each major as they relate to the total sample returned: e.g., 15.6% of questionnaires returned were from nursing students, 17% from business majors, 9% from electronics students, etc. A bar graph shows graphical magnitudes of each sample.

TABLE 3

ASSISTANCE IN OBTAINING EMPLOYMENT FROM A.V. COLLEGE PERSONNEL

MAJOR	Did Not Seek Assistance	Sought Assistance - No Suitable Job Available	A.V. Personnel Directly Helped Me Obtain Part-Time Employment	A.V. Personnel Directly Helped Me Obtain Full-Time Employment	I Intend To Use A.V. College Personnel In The Future	Job Placement Was Provided Through The A.V. College Counseling/Placement Service	Relative Size of Sample
Agriculture	2	0	0	1	1	1	1.2
Air Cond/Ref.	8	0	0	2	2	1	2.0
Air Traf.Cont.	6	0	0	1	0	0	1.4
Automotive	12	4	1	4	2	0	4.1
Business	65	2	10	3	2	6	17.0
Electronics	39	2	2	1	1	1	9.0
Recreation	2	0	0	0	0	0	.6
Engineering	18	2	1	0	0	0	3.7
Secretarial	39	5	10	3	1	0	11.0
Data Proc.	21	2	4	3	2	1	6.1
Library Tech.	8	0	0	0	1	0	2.0
Fire & Forestry	11	1	1	0	0	0	2.8
Instr. Aide	7	1	2	0	0	1	2.2
Nursing	67	1	3	5	1	0	15.6
Police Science	27	2	2	0	4	1	6.3
Real Estate	37	0	0	0	2	0	7.9
Radiologic Tech.	3	0	0	0	0	0	.6
Welding	3	0	0	0	1	0	.6
Misc.	23	2	1	0	1	0	5.4
Totals	398	24	37	23	19	11	
Per Cent of Sample Per Category	79	4.7	7.3	4.5	3.7	2.2	



NUMBERS COMPLETING CERTIFICATE OR DEGREE PROGRAM

NUMBERS COMPLETING CERTIFICATE OR DEGREE PROGRAM

THAT ACTUALLY RECEIVED A CERTIFICATE

OR DEGREE

OBJECTIVE 4 NUMBERS COMPLETING CERTIFICATE OR DEGREE PROGRAM

Table 4 Raw Data

Table 4P-A Percentages

Completion of Degree, Certificate, School Program

OBJECTIVE 5 NUMBERS COMPLETING CERTIFICATE OR DEGREE PROGRAM THAT ACTUALLY RECEIVED A CERTIFICATE OR DEGREE

Table 4 Raw Data

Table 4P-A Percentages

NUMBERS COMPLETING A CERTIFICATE OR DEGREE PROGRAM AND RECEIVING A CERTIFICATE OR DEGREE

Columns 3 and 5 in raw data Table 4 give number count by major and the total receiving a certificate or degree, while column 3, Table 4A sums these columns for comparative purposes. Information can be obtained on certificate-only respondents, degree-only respondents, or the two combined as a result of the above mentioned data presentation. Similar information on numbers of students planning to return to school appears on Tables 4 and 4A. A school norm might be obtained from column 3, Table 4A percent calculations for all majors receiving completion documents - (49%). Some programs may not have had certificate programs for the same period of time as others - for this reason comparison of majors to the "norm" should be attempted with care. Some majors may have both a certificate and a degree which would render more inaccuracy in comparing majors. Further study of this might be in order.

NUMBERS COMPLETING COURSE WORK REQUIREMENT (OR FEELING THAT THEY DID) BUT NOT RECEIVING A CERTIFICATE OR DEGREE.

Columns 2 and 4 on Table 4 show the number of students that completed a program but did not receive a document of completion. Table 4A column 2 sums columns 2 and 4 of Table 4. Table 4P presents percentage equivalents of Table 4. Column 10 on Table 4P lists the number of questionnaires returned by each major.

NUMBERS IN SAMPLE THAT PLAN TO RETURN FOR A CERTIFICATE OR DEGREE

Columns 7 and 8 in raw data Table 4 indicate numbers that plan to return for a completion document. The data percentages appear on Table 4P, columns 7 and 8. Table 4A column 4 sums columns 7 and 8 in both Tables 4 and 4P.

NUMBER OF STUDENTS THAT ARE PRESENTLY ATTENDING SCHOOL TO UPGRADE THEMSELVES IN THEIR OCCUPATION

Columns 9 on Table 4 and 4P present raw and percentage data on those students presently attending school for upgrading purposes. Table 4A, column 5 is repeated from Table 4P for use in making comparisons. Note that about 10% of the total sample are presently attending school. A reliability check of this data against question 1, Section A will be attempted in PHASE II of this study. A follow-up on those students in this category that have transferred to four year institutions could be attempted during PHASE III of this study if desirable. Data from Section A of the questionnaire can give evidence of open-endedness of various programs as well as the degree of motivation to pursue further study exhibited by respondents in any major.

THOSE COMPLETING DEGREE/DEPT./SCHOOL PROGRAM

TABLE 4

1	2	3	4	5	6	7	8	9
MAJOR	Completed Courses, no certificate awarded.	I was awarded a certificate upon completion of courses	I completed all courses in the major, but received no degree	I received a degree from Antelope Valley College	I did not complete my program at A.V. College	I plan to return to school and complete my certificate program	I plan to return to school and complete my degree program	I am presently attending school to up-date myself
Agriculture	1	1	0	3	1	2	0	2
Air Cond/Ref.	1	1	0	1	7	1	1	1
Air Traf. Cont.	1	0	1	2	3	0	2	0
Automotive	2	2	1	4	14	4	5	3
Business	6	3	8	37	31	7	9	5
Electronics	1	2	2	17	18	7	8	7
Recreation	0	0	0	1	2	1	1	0
Engineering	1	1	1	9	5	2	4	2
Secretarial	2	2	4	24	24	6	10	5
Data Proc.	2	1	2	9	12	2	3	6
Library Tech.	1	5	0	4	0	1	0	0
Fire & Forestry	0	1	1	6	6	1	3	0
Inst. Aide	1	3	0	3	5	5	3	1
Nursing	1	48	7	24	7	3	18	7
Police Science	1	2	4	16	20	5	6	2
Real Estate	6	0	2	3	8	6	4	6
Radiologic Tech.	0	1	1	2	0	0	0	0
Welding	0	0	0	0	2	1	2	0
Misc.	1	3	2	7	9	2	3	2
Totals	28	76	36	172	174	56	82	50

THOSE COMPLETING DEGREE/DEPT./SCHOOL PROGRAM (IN PERCENTAGES)

TABLE - P

1	2	3	4	5	6	7	8	9	10
MAJOR	Completed Courses, no certificate awarded	I was awarded a certificate upon completion of courses	I completed all courses in the major, but received no degree	I received a degree from Antelope Valley College	I did not complete my program at A.V. College	I plan to return to school and complete my certificate program	I plan to return to school and complete my degree program	I am presently attending school to up-grade myself	Number in major returning a questionnaire
Agriculture	17	17	0	50	17	33	0	33	6
Air Cond/Ref.	10	10	0	10	70	10	10	10	10
Air Traf. Cont.	14	0	14	29	43	0	29	0	7
Automotive	10	10	5	19	67	19	24	14	21
Business	7	4	9	44	36	8	11	7	85
Electronics	2	4	4	36	38	15	17	15	47
Recreation	0	0	0	33	66	33	33	0	3
Engineering	5	5	5	47	26	11	21	11	19
Secretarial	3	3	7	41	41	10	17	9	58
Data Proc.	6	3	6	29	39	6	10	19	31
Library Tech.	10	50	0	40	0	10	0	0	10
Fire & Forestry	0	7	7	43	43	7	21	0	14
Inst. Aide	9	27	0	27	45	45	27	9	11
Nursing	1	61	9	30	9	38	23	9	79
Police Science	3	6	13	50	63	16	18	6	32
Real Estate	15	0	5	8	20	15	10	15	40
Radiologic Tech.	0	33	33	67	0	0	0	0	3
Welding	0	0	0	0	67	33	67	0	3
Misc.	38	11	7	26	33	7	11	7	27
Totals	6	15	7	34	34	11	16	10	506

TOTAL NUMBERS COMPLETING A PROGRAM, THOSE RECEIVING A DOCUMENT OF COMPLETION, AND PER CENT OF SAMPLE ATTENDING SCHOOL FOR UP-GRADING

TABLE 4 A

1	2		3		4		5	
MAJOR	No. completing a degree or cert. program	% of sample	No. receiving a cert. or degree	% of sample	No. planning to return to school for cert./ degree	% of sample	% of sample attending school for up-grading purposes	No. in major returning questionnaire
Agriculture	1	17	4	67	2	33	33	6
Air Cond/Ref.	1	10	2	20	2	20	10	10
Air Traf. Cont.	2	29	2	29	2	29	0	7
Automotive	3	14	6	28	9	42	14	21
Business	14	16	40	47	16	19	7	85
Electronics	3	6	19	22	15	32	15	47
Recreation	0	0	1	33	2	67	0	3
Engineering	2	11	10	53	6	32	11	19
Secretarial	6	10	26	45	16	28	9	58
Data Proc.	4	13	10	32	5	16	19	31
Library Tech.	1	10	9	90	1	10	0	10
Fire & Forestry	1	7	7	50	4	29	0	14
Instr. Aide	1	9	6	55	8	73	9	11
Nursing	8	10	72	91	21	27	9	79
Police Science	5	16	18	56	11	34	6	32
Real Estate	8	20	3	8	10	25	15	40
Radiologic Tech.	1	33	3	100	0	0	0	3
Welding	0	0	0	0	3	100	0	3
Misc.	3	11	10	37	5	19	7	27
Totals	64	13	248	49	138	27	10	506

NUMBER ATTENDING DAY SCHOOL, EXTENDED DAY AND PERCENT OF MIXED ATTENDANCE

OBJECTIVE 6 NUMBERS ATTENDING DAY SCHOOL, EXTENDED DAY AND PER CENT OF MIXED ATTENDANCE

Table 6 Raw Data

Table 6P Percentage- includes a calculation of the Median number of units completed in day and extended day by major .

* Table 6P Consensus of the Value of the Community College Experience

* Not covered by any specific objective

EXTENDED AND REGULAR DAY ATTENDANCE PATTERNS IN TECH-VOC-OCC-MAJORS

Table 6 presents raw data figures from the questionnaires indicating Tech-Voc-Occ- students attendance pattern by major. Columns 2, 3 and 4 are numbers of students by category listed in column 1, while column 5 and 6 present median figures typical of a student in each major. The arithmetic means of units completed were found not to be valid indicators of the average number of units completed in day or extended day section. Median figures seemed more typical.

ANTELOPE VALLEY COLLEGE EXPERIENCE

Table 6 columns 7 through 10 contain raw data rating the overall Antelope Valley College experience from questionnaire section F. Table 6P converts the data of columns 2, 3 and 4 to percentages. Findings as tabulated in column 7 through 10 of Table 6 are converted to a consensus number and variance figures. The consensus figure is based on a 0 to 3 scale. Three meaning "great value" with a 2 for "moderate value, 1 for "limited value" and 0 meaning "no value". Totals are presented in the bottom row of all Tables for comparative purposes.

ND EXTENDED DAY AT NDANCE - UNITS COMPLETED IN EACH

HE VALUE OF THE ANTELOPE VALLEY COLLEGE EXPERIENCE

TABLE 5

MAJOR	3	4	5	6		7	8	9	10
	Day and Extended Day Attendance					Value of the A.V. College Experience			
	Day	Ext. Day	Day & Ext Day	Median Units Day	Median Units Ext Day	Great Value	Mod. Value	Limited Value	No Value
Agriculture	0	1	5	45	9	6	0	0	0
Air Cond/Ref.	3	4	3	35	15	3	5	2	0
Air Traf. Cont.	0	1	6	21	17	2	4	1	0
Automotive	1	4	14	40	11	8	10	3	0
Business	14	18	53	50	13	36	40	9	0
Electronics	6	16	23	35	14	18	23	3	1
Recreation	0	0	3	45	3	2	0	1	0
Engineering	3	4	12	58	12	9	4	6	0
Secretarial	15	2	40	42	9	29	22	7	0
Data Proc.	5	11	14	47	17	16	9	4	1
Library Tech.	0	5	5	15	21	5	5	0	0
Fire & Forestry	0	9	5	45	35	5	7	2	0
Instr. Aide	0	6	5	15	17	8	2	1	0
Nursing	43	1	31	45	8	60	15	4	0
Police Science	4	8	19	30	18	12	17	3	0
Real Estate	0	38	2	11	12	22	15	2	0
Radiologic Tech.	1	0	2	60	8	2	0	1	0
Welding	0	2	1	3	4	2	0	1	0
Misc.	0	8	18	24	23	9	15	3	0
				Median	Median				
Totals	95	138	261	40	14	254	193	53	2
Percentage	18.7	27.3	51.6			50.2	38.4	11.0	.4

TABLE 6 P

PERCENT ATTENDING DAY ONLY, EXTENDED DAY ONLY AND BOTH

MAJOR	% Attending During Day Classes Only	% Attending Extended Day Classes Only	% Attending Both Day and Extended Day	Consensus of the Value of the Community College Experience Code: great value = 3 moderate value = 2 limited value = 1 no value = 0 N	$\bar{X}$	S
Agriculture	0	17	83	6	3	0
Air Cond/Ref	30	40	30	10	2.1	.74
Air Traf. Cont.	0	14	86	7	2.1	.69
Automotive	5	19	67	21	2.2	.70
Business	16	21	62	85	2.3	.66
Electronics	13	34	49	45	2.3	.69
Recreation	0	0	100	3	2.3	1.20
Engineering	16	21	63	19	2.2	.90
Secretarial	26	3	69	58	2.4	.69
Data Proc.	16	35	45	30	2.3	.84
Library Tech.	0	50	50	10	2.5	.53
Fire & Forestry	0	64	36	14	2.2	.70
Instr. Aide	0	55	45	11	2.6	.67
Nursing	54	1	39	79	2.7	.56
Police Science	13	25	59	32	2.3	.63
Real Estate	0	95	5	39	2.5	.60
Radiologic Tech.	33	0	67	3	2.3	1.20
Welding	0	67	33	3	2.3	1.20
Misc./Mixed	0	30	67	27	2.2	.64
Totals	19	27	52	492	2.4	.69

DEGREE OF SATISFACTION WITH CURRICULUM AND INSTRUCTION AT ANTELOPE VALLEY COLLEGE

OBJECTIVE 7 DEGREE OF SATISFACTION WITH CURRILULUM AND INSTRUCTION AT ANTELOPE VALLEY COLLEGE

Figure 7A 7B Explanation and Interpretation of Consensus Rating

CURRICULUM

Table 7A Course Content and Interest

Table 7B Relationship of Course Work to Real World

FACULTY

Table 7C How Classes Were Taught and Degree of Student Inspiration

Table 7D Faculty Availability and Rating as Advisors

Table 7E Awareness of Student Progress and Usefulness and Relevancy of Course Material

DEGREE OF SATISFACTION WITH CURRICULUM AND INSTRUCTION AT ANTELOPE VALLEY COLLEGE

Data appearing in Table 7A and 7B can be used as an indication of the degree of satisfaction expressed by students that are out in the real world using the skills or knowledge gained while attending Antelope Valley College. In summary, 40% of all alumni feel that course content was excellent. Fifty-eight percent (58%) feel the course content was adequate, while only about 3% felt that th the curriculum was poor. Opinion on relation of course work to the real world ranged from 57% indicating adequate, to 8% rating poor. Fifty-six percent (56%) of the total sample felt that the course work was interesting with 36% rating it very interesting and 28% claiming they found it dull.

An interesting correlation between "how classes were taught" vs. "relationship of course with the real world" was noticed and calculated to be $r = .85$. Phase II of this report will explore possible implications of such correlations.

Figure 7A gives examples (based on a relatively small sample, N = 10) of consensus parameters as used in this report. Curriculum consensus parameters appear in columns under the symbols $\overline{X}$ and S for each major. $\overline{X}$ is an indication of central tendency of each sample with S giving a figure indicative of the variance of feelings within the sample ($\overline{X}$ - arithmetic mean, S - standard deviation).

The totals of the tables can be used as reference "norms". Comparison can be made between values in each major versus the norms in each category.

Tables 7C, 7D and 7E reflect data on feelings toward the faculty. Since most majors had contact with faculty in many areas including Tec-Voc-Occ types, the ratings should not be considered as applying to only those involved in the major listed. Some respondents may have felt that they were rating

only those faculty teaching in the major, but this is an uncertainty.

In some majors where the curriculum concentrates studies with a member or a group of faculty members, the consensus figures may be useful as evaluative indicators. Consensus figures in these tables must be interpreted in view of the number in the sample and each program involved.

Mean response is based on a one to three scale where 3 = above average, 2 = average and 1 - below average.

S. D. - Standard deviation: A measure indicating homogenity or agreement with mean response. Number near 1 indicates hetergenity or no agreement, numbers near 0 indicate high agreement (with S.D. = 0 meaning total agreement. See illustration below)

H. N. S. = Help Not Sought

Example of interpretation of mean response & standard deviation

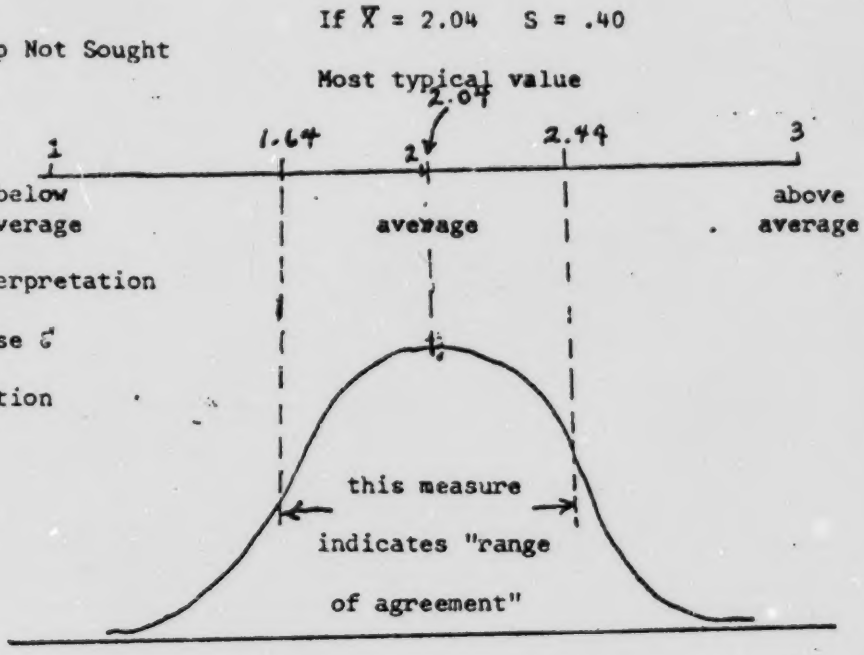


FIGURE 7 A

Explanation of Censensus ($\bar{X}$) and Deviation of Agreement (S) Figures

The following histograms illustrate use and interpretation of the statistic. $\bar{X}$ and S. From the figures, $\bar{X}$ is the most typical response, while S indicates amount of agreement within the sample - deviation of agreement.

Illustration	Above Av.	Av.	Below Av.	N	$\bar{X}$	S
1	1	8	1	10	2.0	.47
2	2	6	2	10	2.0	.67
3	3	4	3	10	2.0	.82
4	4	2	4	10	2.0	.93
5	5	0	5	10	2.0	1.10
6	5	5	0	10	2.5	.53
7	0	5	5	10	1.5	.53
8	10	0	0	10	3.0	.00
9	0	10	0	10	2.0	.00
10	0	0	10	10	1.0	.00

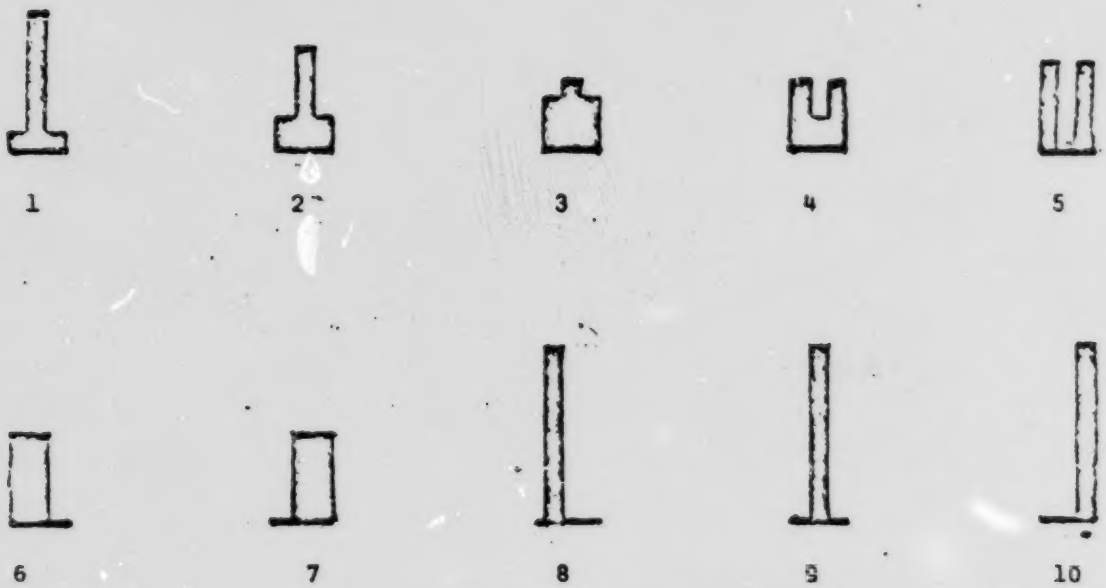


FIGURE 7 B

TABLE 7 A

CURRICULUM

MAJOR	Course Content						Course Work Was:					
	N	Excel-lent	Ade-quate	Poor	$\bar{X}$	S	N	Very inter-esting	Inter-esting	Dull	$\bar{X}$	S
Agriculture	5	2	3	0	2.4	.55	5	2	3	0	2.4	.55
Air Cond/Ref.	10	5	3	2	2.3	.82	9	6	2	1	2.6	.73
Air Traf. Cont.	7	1	6	0	2.1	.38	7	0	6	1	1.9	.38
Automotive	31	12	19	0	2.4	.50	21	10	10	1	2.4	.60
Business	85	25	58	2	2.3	.50	85	29	51	5	2.3	.57
Electronics	46	21	25	0	2.5	.50	46	13	31	2	2.2	.52
Recreation	3	1	2	0	2.3	.58	3	0	3	0	2.0	0
Engineering	18	7	8	3	1.3	1.40	17	2	12	3	1.9	.56
Secretarial	56	19	36	1	2.3	.50	55	12	39	4	2.1	.52
Data Proc.	30	7	23	0	2.2	.43	30	9	19	2	2.2	.57
Library Tech.	10	9	1	0	2.9	.32	10	7	3	0	2.7	.48
Fire & Forestry	14	5	8	1	2.2	.80	14	3	9	2	2.1	.62
Instr. Aide	11	4	7	0	2.4	.50	11	5	5	1	2.4	.67
Nursing	79	51	28	0	2.6	.48	79	56	22	1	2.7	.49
Police Science	32	8	21	3	2.2	.57	32	4	22	6	1.9	.56
Real Estate	40	14	25	1	2.3	.53	39	16	20	3	2.3	.62
Radiologic Tech.	3	2	1	0	2.7	.58	3	1	1	1	2.0	1.00
Welding	3	2	1	0	2.7	.58	3	2	1	0	2.7	.58
Misc.	26	7	18	1	2.2	.51	26	7	18	1	2.2	.51
Totals	509	202	293	14	2.4	.54	495	184	285	143	2.1	.73
Percentages		39.9	57.9	02.7				36.3	56.3	28.2		

TABLE 7 B

CURRICULUM

MAJOR	Relation of Course Work To Real World						
	Excel-lent	Ade-quate	Poor.	N	$\bar{X}$	S	N_t
Agriculture	3	2	0	5	2.6	.55	6
Air Cond/Ref.	1	7	1	9	2.0	.50	10
Air Traf. Cont.	0	4	1	5	1.8	.48	7
Automotive	11	9	1	21	2.5	.60	21
Business	22	51	8	81	2.2	.59	85
Electronics	11	28	5	44	2.4	.49	47
Recreation	0	2	0	2	2.0	0	3
Engineering	1	12	5	18	1.8	.55	19
Secretarial	15	30	3	48	2.3	.56	58
Data Proc.	7	18	3	28	2.1	.59	31
Library Tech.	6	2	1	9	2.6	.73	10
Fire & Forestry	3	10	1	14	2.1	.53	14
Instr. Aide	3	6	2	11	2.1	.70	11
Nursing	39	38	1	78	2.5	.53	79
Police Science	5	21	6	32	2.0	.59	32
Real Estate	9	26	2	37	2.2	.52	40
Radiologic Tech.	1	1	1	3	2.0	1.0	3
Welding	3	0	0	3	3.0	0	3
Misc.	3	20	0	23	2.1	.34	27
Totals	143	287	41	471	2.2	.59	506
Percentages	28.2	56.7	8.71				

TABLE 7 C

FACULTY

	Taught Classes						Inspired Students					
	N	Above Av.	Av.	Below Av.	$\bar{X}$	S	N	Above Av.	Av.	Below Av.	$\bar{X}$	S
Agriculture	5	3	2	0	2.6	.55	5	3	2	0	2.6	.55
Air Cond/Ref.	10	4	5	1	2.3	.67	9	4	4	1	2.3	.71
Air Traf. Cont.	7	2	3	2	2.0	.82	7	1	5	1	2.0	.58
Automotive	20	9	9	2	2.4	.67	18	10	6	2	2.4	.70
Business	83	27	54	2	2.3	.51	82	19	45	18	2.0	.68
Electronics	46	19	27	0	2.4	.50	41	11	26	4	2.2	.59
Recreation	3	1	2	0	2.3	.58	3	0	1	2	1.3	.58
Engineering	18	6	9	3	2.2	.70	17	5	11	1	2.2	.56
Secretarial	56	13	40	3	2.2	.51	55	15	29	11	2.1	.69
Data Proc.	29	8	21	0	2.3	.45	30	5	20	5	2.0	.59
Library Tech.	10	8	2	0	2.8	.42	10	5	5	0	2.5	.53
Fire & Forestry	12	3	8	1	2.2	.58	12	3	7	2	2.1	.67
Instr. Aide	11	3	8	0	2.3	.47	11	5	4	2	2.3	.79
Nursing	78	43	33	2	2.5	.55	75	39	34	2	2.5	.55
Police Science	31	7	22	2	2.2	.52	31	7	18	6	2.0	.66
Real Estate	36	10	24	2	2.2	.54	32	7	21	4	2.1	.59
Radiologic Tech.	3	1	2	0	2.3	.58	2	2	0	0	3.0	.00
Welding	3	2	1	0	2.7	.58	3	2	1	0	2.7	.58
Misc.	25	9	15	1	2.3	.56	24	7	14	3	2.2	.64
Totals	486	178	287	21	2.3	.55	467	150	253	64	2.2	.65
Percentages		35.1	56.7	4.1				29.6	50.0	12.6		

TABLE 7 D

FACULTY

MAJOR	Availability for Conference						Acted As Advisor					
	N	Above Av.	Av.	Below Av.	$\bar{X}$	S	N	Above Av.	Av.	Below Av.	$\bar{X}$	S
Agriculture	5	2	3	0	2.4	.55	5	2	2	1	2.2	.84
Air Cond/Ref.	9	7	2	0	2.8	.44	8	4	3	1	2.4	.74
Air Traf. Cont.	6	1	4	1	2.0	.63	5	2	3	0	2.4	.55
Automotive	18	10	7	1	2.5	.62	19	10	7	2	2.4	.69
Business	66	21	42	3	2.3	.54	70	11	40	19	1.9	.65
Electronics	33	18	13	2	2.5	.62	34	10	19	5	2.1	.66
Recreation	3	1	2	0	2.3	.58	2	1	1	0	2.5	.71
Engineering	15	4	10	1	2.2	.56	17	3	12	2	1.9	.83
Secretarial	49	22	23	4	2.4	.64	49	15	22	12	2.1	.75
Data Proc.	28	8	18	2	2.2	.57	25	7	11	7	2.0	.76
Library Tech.	8	6	2	0	2.8	.46	8	5	3	0	2.6	.52
Fire & Forestry	12	4	7	1	2.3	.62	11	2	7	2	1.8	.98
Instr. Aide	10	4	6	0	2.4	.52	11	4	5	2	2.2	.75
Nursing	74	40	31	3	2.5	.58	70	39	26	5	2.5	.63
Police Science	22	8	13	1	2.3	.57	23	4	15	4	2.0	.60
Real Estate	30	10	19	1	2.3	.53	24	7	13	4	2.1	.68
Radiologic Tech.	2	1	1	0	2.5	.70	3	1	2	0	2.3	.58
Welding	2	2	0	0	3.0	00	3	2	1	0	2.7	.58
Misc.	21	9	10	2	2.3	.66	21	5	14	2	2.1	.57
Totals	413	178	213	22	2.4	.59	408	134	206	68	2.2	.69
Percentages		35.1	42.0	4.3				26.4	40.7	13.4		

TABLE 7 F

FACULTY

MAJOR	Kept Students Aware of Progress						Made Material Useful and Relevant					
	N	Above Av.	Av.	Below Av.	$\bar{X}$	S	N	Above Av.	Av.	Below Av.	$\bar{X}$	S
Agriculture	5	1	4	0	2.2	.45	5	2	3	0	2.4	.55
Air Cond/Ref.	10	4	5	1	2.3	.67	10	4	6	0	2.4	.52
Air Traf. Cont.	7	1	5	1	2.0	.58	6	1	5	0	2.2	.41
Automotive	21	8	10	3	2.2	.70	20	11	5	4	2.4	.81
Business	81	21	51	9	2.1	.59	79	23	47	9	2.2	.62
Electronics	44	16	25	3	2.3	.59	43	17	25	1	2.4	.54
Recreation	3	2	1	0	2.7	.58	3	0	2	1	1.7	.58
Engineering	18	3	15	0	2.2	.38	18	1	13	4	1.8	.51
Secretarial	57	15	36	6	2.2	.59	57	13	40	4	2.2	.53
Data Proc.	28	6	19	3	2.2	.57	30	8	20	2	2.2	.55
Library Tech.	10	6	4	0	2.6	.52	6	5	1	0	2.8	.41
Fire & Forestry	12	4	6	2	2.2	.72	12	4	7	1	2.3	.62
Instr. Aide	11	4	7	0	2.4	.50	11	3	7	1	2.2	.60
Nursing	78	30	44	4	2.3	.57	78	37	40	1	2.5	.53
Police Science	31	10	17	4	2.2	.65	30	5	19	6	2.0	.61
Real Estate	34	11	21	2	2.3	.57	37	10	27	0	2.3	.45
Radiologic Tech.	3	2	0	1	2.3	1.20	3	0	2	1	1.7	.58
Welding	3	1	2	0	2.3	.58	3	2	1	0	2.7	.58
Misc.	24	4	18	2	2.1	.50	25	3	21	1	2.1	.40
Totals	480	149	290	41	2.2	.59	476	149	291	36	2.2	.58
Percentages		29.4	57.3	8.1				29.4	57.5	7.1		

SATISFACTION WITH SERVICES - COUNSELORS, TEACHERS

OBJECTIVE 9 SATISFACTION WITH SERVICES

COUNSELORS

Table 9A Formulating Career - Recognized Interests

Table 9B Evaluation of Scholastic Progress - Solving Problems That Interfered With Progress

Table 9C Alerting Me to Services at A.V.C.

FACULTY

Table 9C Formulating Career

Table 9D Help in Recognizing Interests - Evaluations of Scholastic Progress

Table 9E Solving Problems That Interfered With Progress - Alerting Me to Services at A.V.C.

PROPORTION OF STUDENTS WHOSE SELECTION OF FINAL MAJOR WAS A DIRECT RESULT OF PERSONNEL AND WHICH ONES

Tables 9A through 9E consensus figures on each of 5 items relating to services furnished students by counselors and teachers. The services rated include formulation of career, recognizing interests, evaluating progress, and in general eliminating problems in order to insure success. Range of ratings are from 3 = much help to 1 - little help with $\overline{X}$ values indicating a consensus and S indicating degree of consensus. Figures are also included on those students indicating Help Not Sought (H.N.S.). These figures appear at the right side of each consensus chart as percentages. Graphs have been prepared (Figures 9.1 through 9.10) showing comparative consensus and degree of consensus (standard deviation). Each major can be easily compared to the quasi norms (total sample $\overline{X}$ and S) that appears at the bottom row of each graph.

TABLE 9 A

COLLEGE SERVICES CONSENSUS

AND HELP NOT SOUGHT (H.N.S.)

COUNSELORS

	Formulating Career				Recognized Interests				
	$\bar{X}$	S	HNS	% HNS	$\underline{X}$	S	HNS	% HNS	N
Agriculture	2.0	.89	0	0	2.0	1.0	1	0	6
Air Cond/Ref.	2.7	.57	4	50	1.8	.83	3	38	10
Air Traf. Cont.	1.7	1.20	4	57	2.0	.00	6	86	7
Automotive	2.0	.65	6	29	1.6	.66	7	37	21
Business	1.8	.87	25	30	1.6	.76	30	36	85
Electronics	1.8	.73	18	40	1.8	.70	24	52	47
Recreation	2.0	1.41	1	33	3.0	.00	2	67	3
Engineering	1.6	.63	5	26	1.4	.67	8	42	19
Secretarial	2.0	.67	16	29	1.6	.71	17	30	58
Data Proc.	1.4	.59	9	32	1.4	.61	12	43	31
Library Tech.	1.8	.98	4	40	1.8	.95	6	60	10
Fire & Forestry	1.8	.70	4	33	1.6	.89	7	58	14
Instr. Aide	2.0	.81	3	30	2.0	.81	5	56	11
Nursing	2.1	.84	22	30	2.0	.80	45	63	79
Police Science	2.0	.79	15	47	1.5	.62	14	45	32
Real Estate	1.9	.83	21	72	1.9	.89	23	77	40
Radiologic Tech.	1.5	.70	1	33	1.0	.00	0	0	3
Welding	3.0	.00	1	33	3.0	.00	1	33	3
Misc.	1.5	.52	12	50	1.6	.88	14	61	27
Totals	1.89	.79	171		1.67	.76	235		506
Percentages			34				46		

TABLE 9 B

COLLEGE SERVICES CONSENSUS

AND HELP NOT SOUGHT (H.N.S.)

COUNSELORS

MAJOR	Evaluation of Scholastic Progress				Solved Problems That Interfered With Progress				
	$\bar{X}$	S	HNS	% HNS	$\bar{X}$	S	HNS	% HNS	N
Agriculture	2.3	.95	2	0	1.5	.99	2	20	6
Air Cond/Ref.	2.3	.95	4	50	2.0	1.15	4	50	10
Air Traf. Cont.	1.0	.00	5	71	1.0	.00	6	86	7
Automotive	1.6	.79	7	37	1.5	.70	9	47	21
Business	1.7	.86	28	34	1.5	.73	51	63	85
Electronics	1.9	.75	20	44	2.3	.88	33	73	47
Recreation	1.5	.70	1	33	2.0	.00	2	67	3
Engineering	1.7	.61	5	26	2.0	.63	13	68	19
Secretarial	1.6	.71	16	29	1.6	.87	34	62	58
Data Proc.	1.5	.63	13	46	1.6	.72	19	68	31
Library Tech.	1.9	.89	3	30	1.8	.95	6	60	10
Fire & Forestry	1.9	.83	4	33	1.5	.83	6	50	14
Instr. Aide	2.2	.83	4	44	1.7	.57	6	67	11
Nursing	1.6	.73	43	60	1.9	.88	51	71	79
Police Science	2.1	.89	14	44	1.9	.94	21	66	32
Real Estate	2.0	.81	25	86	1.5	.70	27	93	40
Radiologic Tech.	1.0	.00	2	67	1.0	.00	2	67	3
Welding	3.0	.00	1	33	3.0	.00	1	33	3
Misc.	1.8	.63	13	57	1.2	.44	17	77	27
Totals	1.76	.78	210		1.71	.83	311		505
Percentage			42				61		

TABLE 9 C

COLLEGE SERVICES CONSENSUS

AND HELP NOT SOUGHT (H.N.S.)

COUNSELOR

MAJOR	Alerting Me To Services at A.V.C.				FACULTY Formulating Career				
	$\bar{X}$	S	HNS	% HNS	$\bar{X}$	S	HNS	% HNS	N
Agriculture	1.5	.83	0	0	2.4	.54	0	0	6
Air Cond/Ref.	2.3	.57	5	63	2.8	.49	6	60	10
Air Traf. Cont.	1.0	.00	4	57	1.5	.57	3	43	7
Automotive	1.6	.63	5	26	1.9	.88	5	25	21
Business	1.7	.79	37	45	1.5	.55	36	44	85
Electronics	1.7	.86	21	48	2.0	.73	20	47	47
Recreation	2.0	.00	1	33	1.7	.57	0	0	3
Engineering	1.6	.67	8	42	1.8	.78	8	44	19
Secretarial	1.5	.73	26	47	1.9	.83	16	30	58
Data Proc.	1.7	.72	13	45	1.9	.78	12	41	31
Library Tech.	1.8	.95	6	60	2.3	.48	2	22	10
Fire & Forestry	1.5	.83	6	50	2.1	.64	6	43	14
Instr. Aide	1.5	.57	6	60	2.3	.95	4	36	11
Nursing	2.0	.85	48	67	2.6	.63	23	29	79
Police Science	1.7	.72	17	53	1.7	.72	17	53	32
Real Estate	2.0	.81	23	74	1.8	.75	20	65	40
Radiologic Tech.	1.0	.00	2	67	2.0	.00	1	50	3
Welding	3.0	.00	1	50	3.0	.00	1	33	3
Misc.	1.8	.70	9	39	2.0	.63	13	54	27
Totals	1.68	.76	232		2.04	.79	193		506
Percentage			46				38		

TABLE 9 D

COLLEGE SERVICES CONSENSUS

AND HELP NOT SOUGHT (H.N.S.)

FACULTY

MAJOR	Help in Recognizing Interests, Ambitions and limitations				Evaluation of Scholastic Progress				
	$\bar{X}$	S	HNS	% HNS	$\bar{X}$	S	HNS	% HNS	N
Agriculture	2.4	.54	0	17	2.4	.54	0	33	6
Air Cond/Ref.	2.3	.48	3	30	2.2	.44	5	50	10
Air Traf. Cont.	2.0	1.00	4	57	1.0	.00	4	57	7
Automotive	1.6	.77	5	25	1.6	.66	8	40	21
Business	1.8	.77	32	40	1.6	.74	42	52	85
Electronics	2.1	.67	19	44	2.0	.74	22	51	47
Recreation	1.5	.70	1	33	1.0	.00	1	33	3
Engineering	2.2	.71	7	37	1.8	.55	6	32	19
Secretarial	1.9	.78	15	28	1.7	.75	13	25	58
Data Proc.	1.9	.73	10	34	1.9	.77	13	45	31
Library Tech.	2.5	.54	3	33	2.2	.44	4	44	10
Fire & Forestry	2.3	.88	6	43	1.9	.89	7	50	14
Instr. Aide	2.3	.86	2	18	2.2	.83	7	58	11
Nursing	2.5	.65	19	24	2.4	.73	23	29	79
Police Science	1.6	.73	17	53	1.2	.56	17	53	32
Real Estate	2.0	.73	19	61	2.4	.78	24	77	40
Radiologic Tech.	1.7	.60	0	0	2.0	.00	2	67	3
Welding	3.0	.00	1	33	3.0	.00	1	33	3
Misc.	2.2	.55	11	46	2.1	.70	13	54	27
Totals	2.06	.77	174		1.92	.78	212		506
Percentage			34				42		

TABLE 9 E

COLLEGE SERVICES CONSENSUS

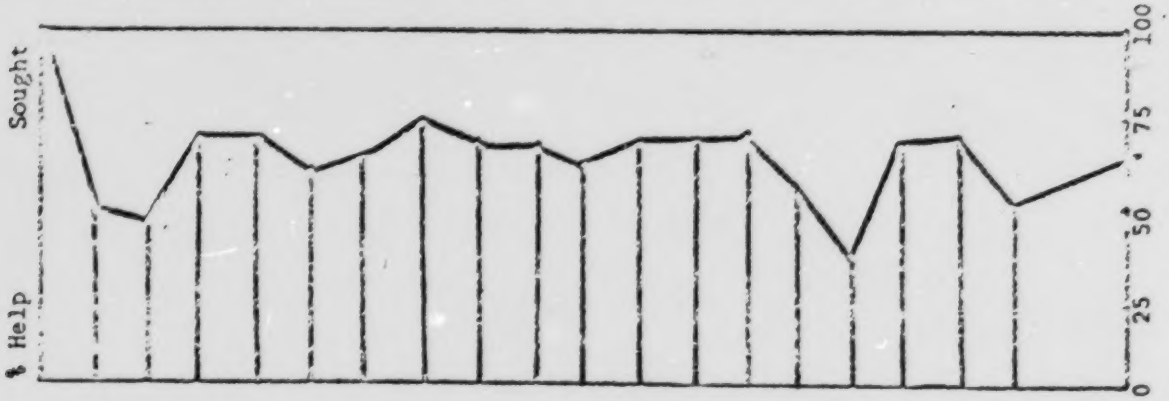
AND HELP NOT SOUGHT (H.N.S.)

FACULTY

MAJOR	Solved Problems That Interfered With Progress				Alerting Me To Services at A.V.C.				
	$\bar{X}$	S	HNS	% HNS	$\bar{X}$	S	HNS	% HNS	N
Agriculture	2.5	.57	0	33	2.0	1.00	0	0	6
Air Cond/Ref.	2.5	.57	6	60	2.2	..40	4	40	10
Air Traf. Cont.	1.0	.00	5	83	1.5	.57	3	43	7
Automotive	1.6	.67	8	42	1.7	.70	5	25	21
Business	1.4	.56	52	65	1.6	.73	32	40	85
Electronics	2.3	.62	31	72	1.8	.81	23	52	47
Recreation	2.0	.00	2	67	1.5	.70	1	33	3
Engineering	1.4	.43	12	63	1.7	.48	12	63	19
Secretarial	1.7	.83	27	51	1.7	.78	18	34	58
Data Proc.	1.9	.64	21	72	1.4	.63	14	50	31
Library Tech.	2.5	.70	7	77	2.0	1.00	6	67	10
Fire & Forestry	1.5	.54	9	60	2.2	.83	9	64	14
Instr. Aide	3.0	.00	9	90	1.9	.89	4	36	11
Nursing	2.4	.86	40	52	2.2	.80	38	49	79
Police Science	1.7	.90	21	66	1.8	.75	21	64	32
Real Estate	1.8	1.10	26	84	1.9	.99	22	73	40
Radiologic Tech.	2.0	.00	2	67	1.5	.70	1	33	3
Welding	3.0	.00	1	33	3.0	.00	1	50	3
Misc.	1.5	.53	15	65	2.2	.69	10	42	27
Totals	1.89	.82	295		1.83	.61	220		506
Percentage			58				43		

FIGURE 9.1

DEGREE OF HELP RECEIVED IN FORMULATING CAREER OR VOCATIONAL PLAN FROM COUNSELORS



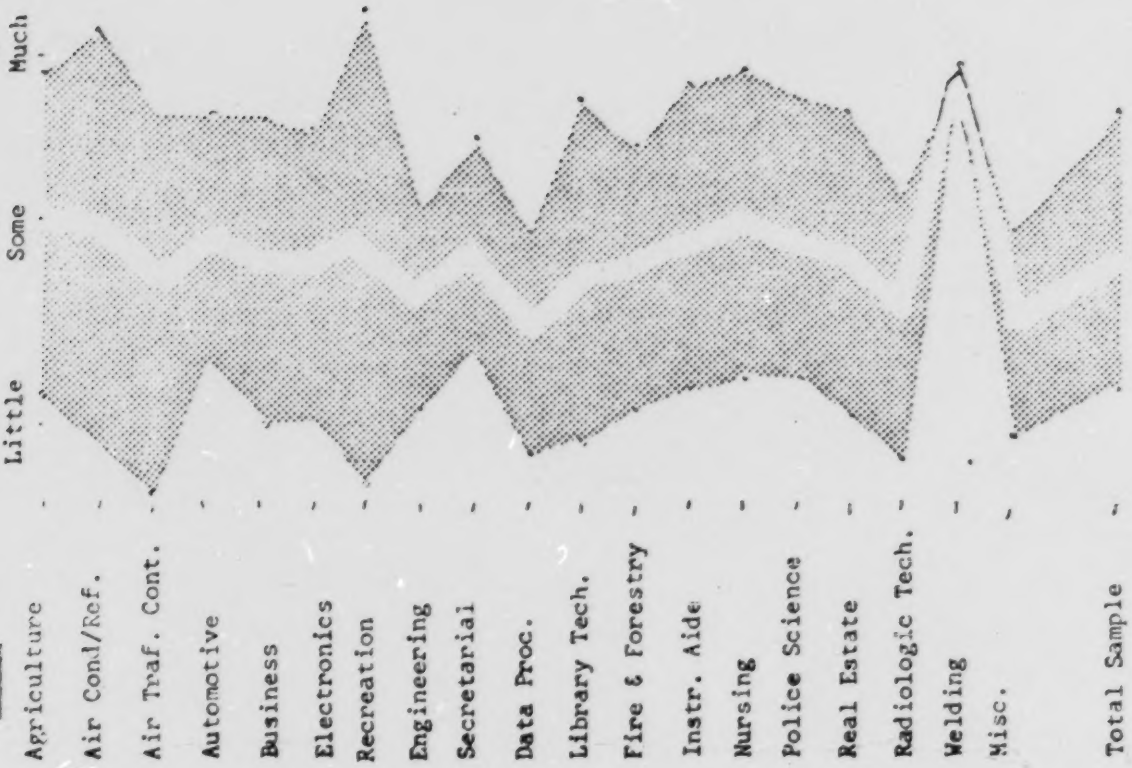


FIGURE 9.2

DEGREE OF HELP RECEIVED IN EVALUATING SCHOLASTIC PROGRESS AND REVISING PLANS WHEN APPROPRIATE FROM COUNSELORS

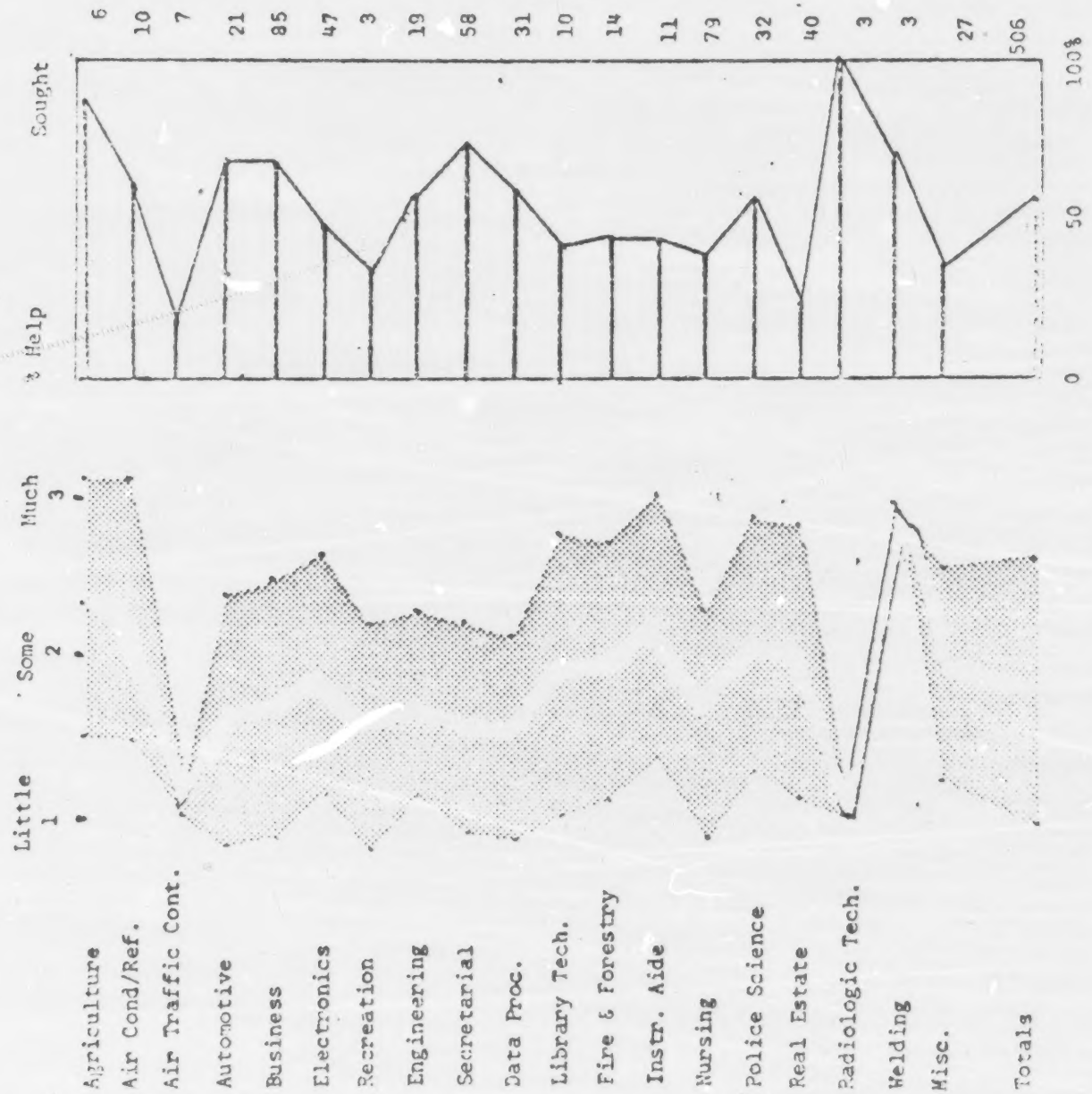


FIGURE 9.3

DEGREE OF HELP FROM COUNSELORS IN SOLVING PROBLEMS THAT INTERFERE WITH EDUCATIONAL PROGRESS

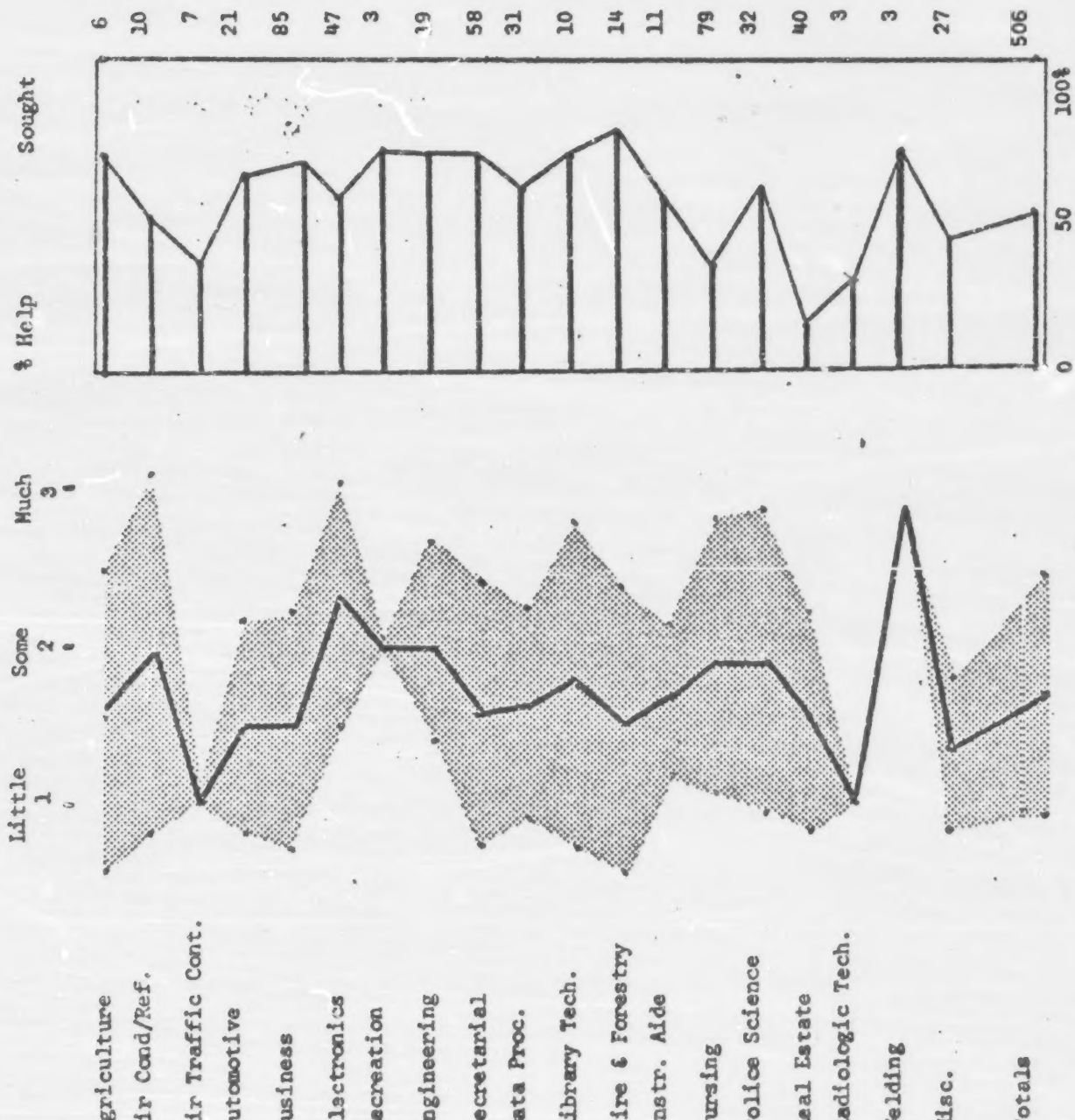


FIGURE 9.4

DEGREE OF HELP RECEIVED FROM COUNSELORS IN LEARNING TO RECOGNIZE INTERESTS, ABILITIES, AND LIMITATIONS

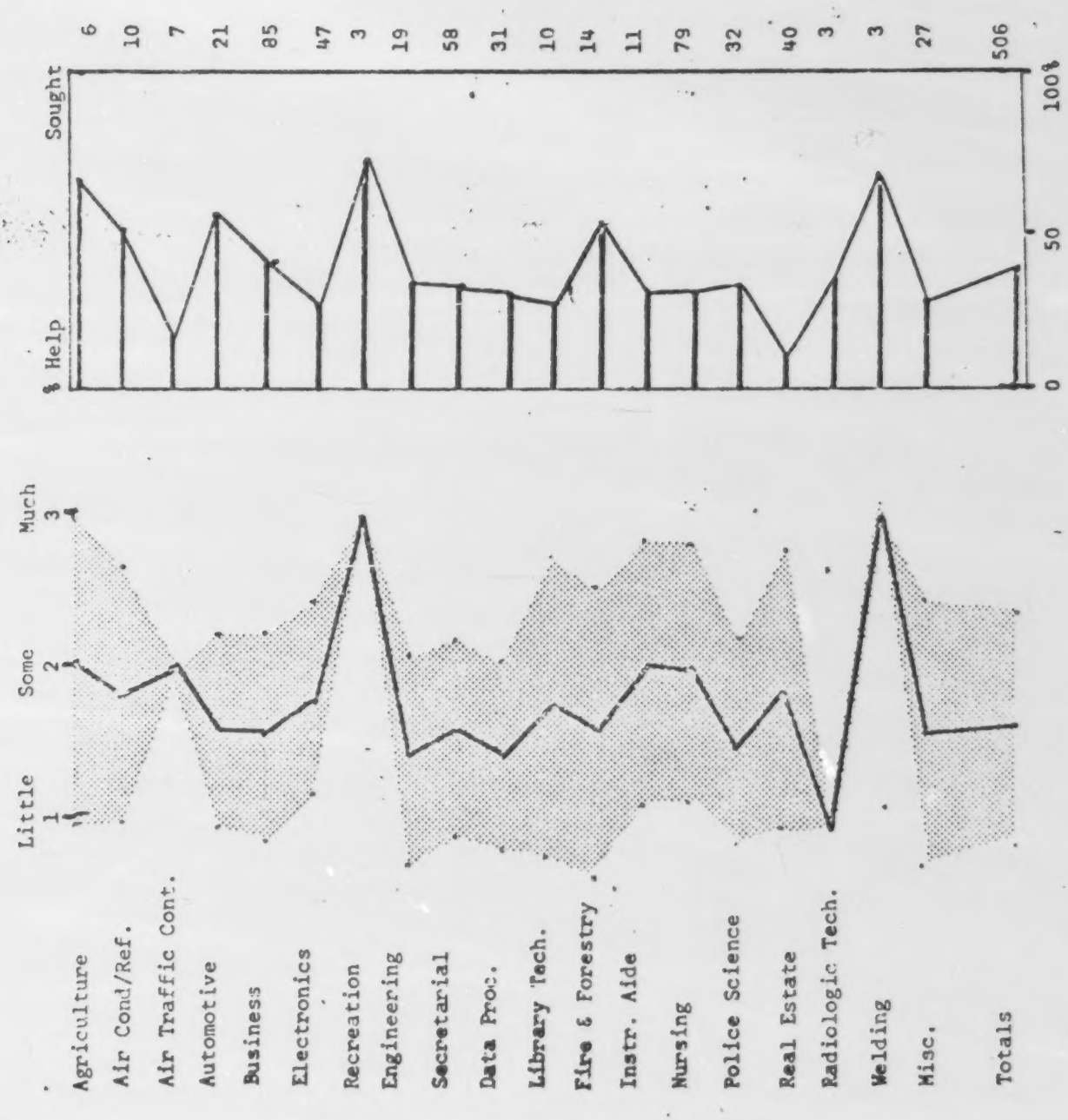


FIGURE 9.5

DEGREE OF HELP IN ALERTING THE STUDENT TO VARIOUS SERVICES AT A.V.C. FROM COUNSELORS

FIGURE 9.6

DEGREE OF HELP RECEIVED IN FORMULATING CAREER OR VOCATIONAL PLAN FROM TEACHERS

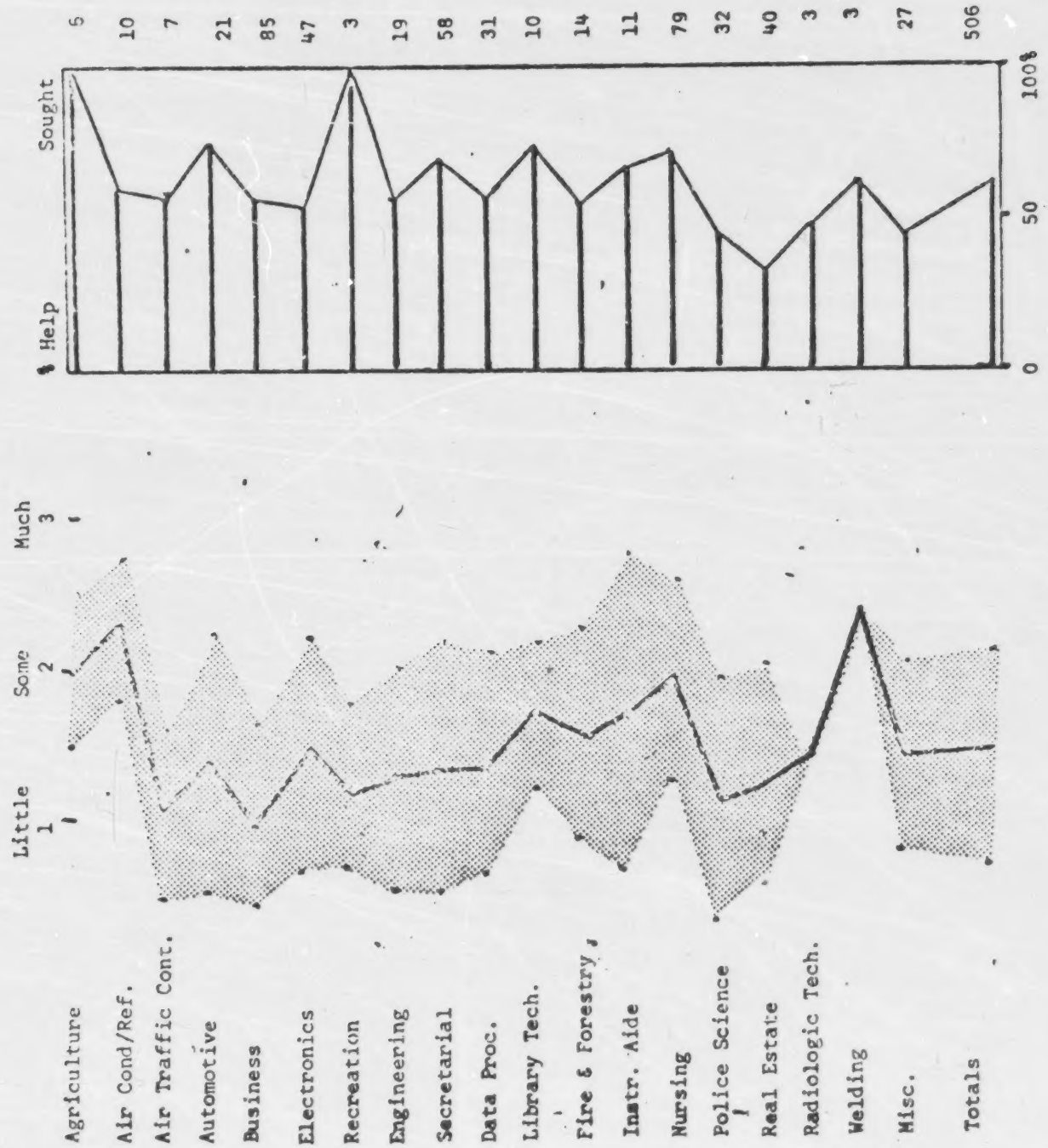


FIGURE 9.7

DEGREE OF HELP RECEIVED FROM TEACHERS IN LEARNING AND RECOGNIZING INTERESTS, ABILITIES, AND LIMITATIONS

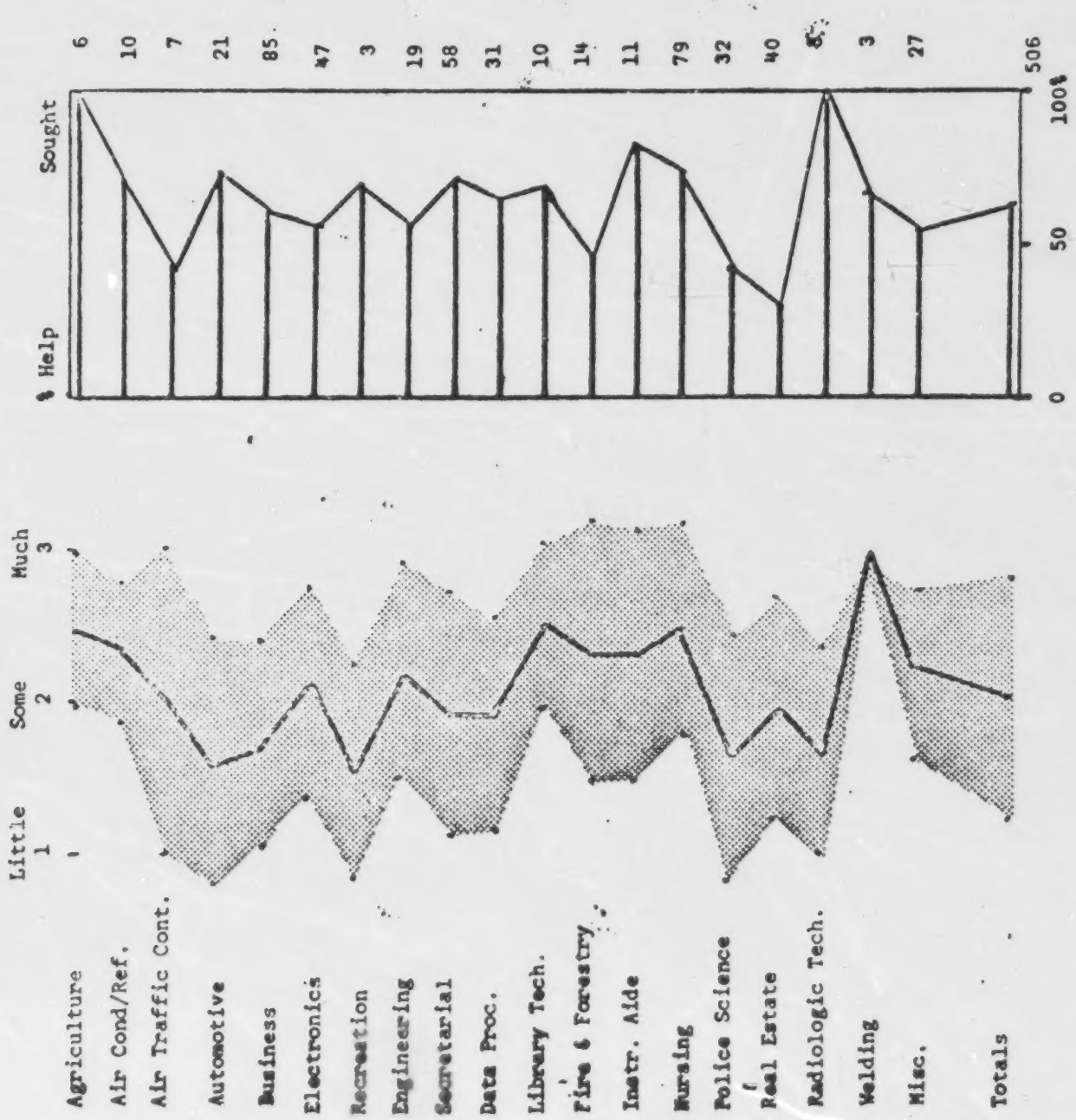


FIGURE 9.8

DEGREE OF HELP RECEIVED IN EVALUATING SCHOLASTIC PROGRESS AND REVISING PLANS WHEN APPROPRIATE FROM TEACHERS.

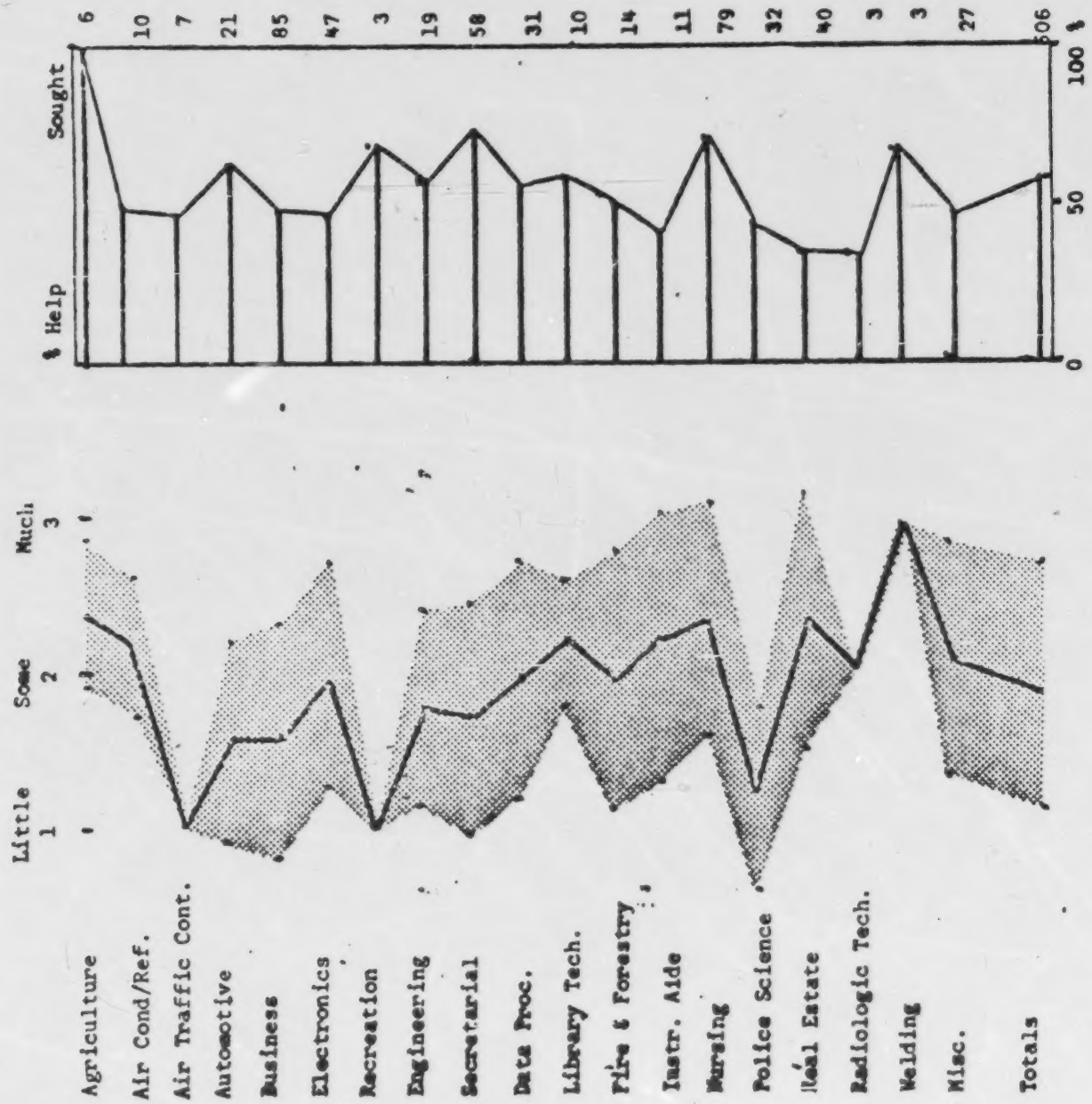


FIGURE 9.9

DEGREE OF HELP FROM TEACHERS IN SOLVING PROBLEMS THAT INTERFERE WITH EDUCATIONAL PROGRESS

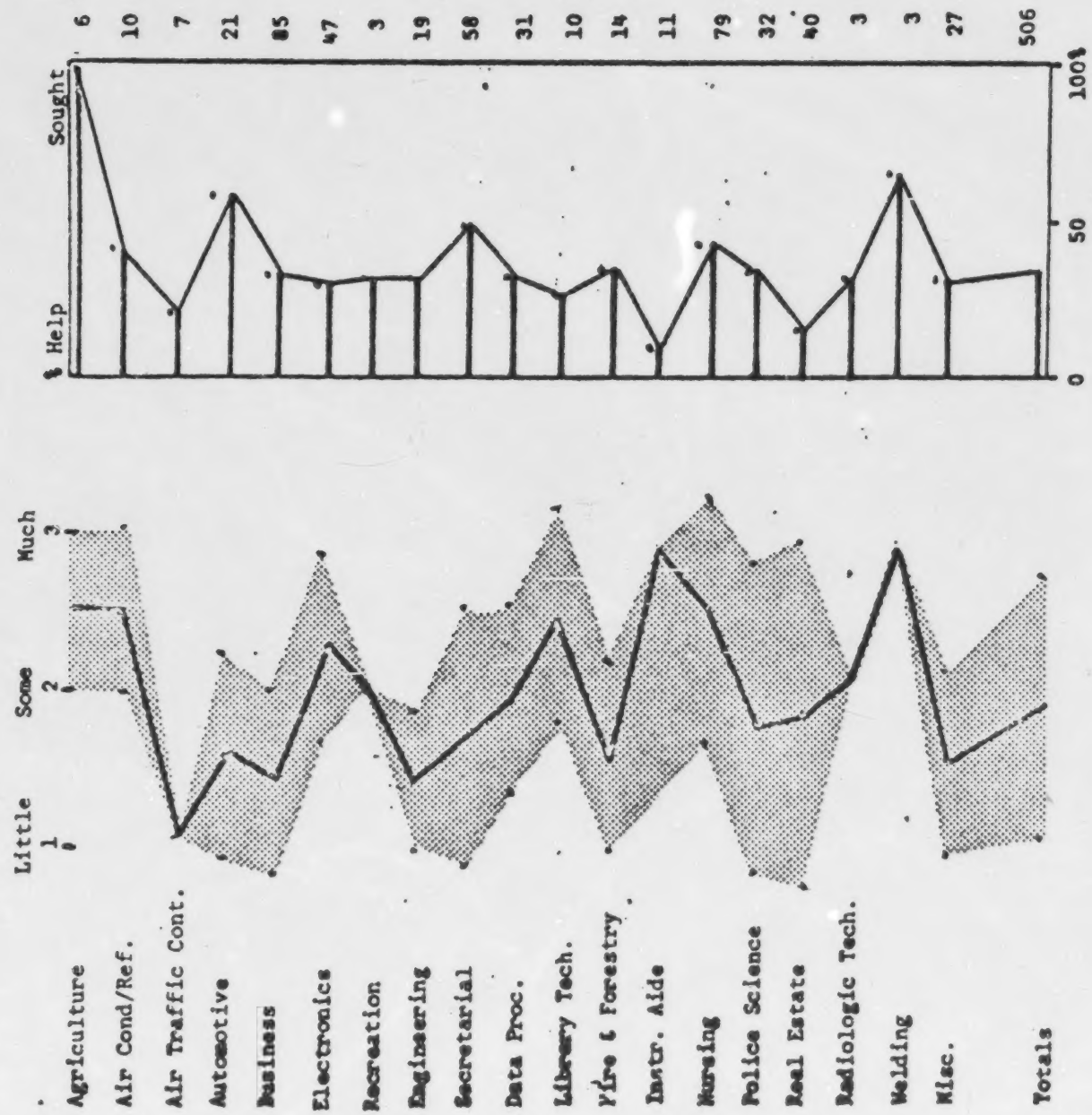
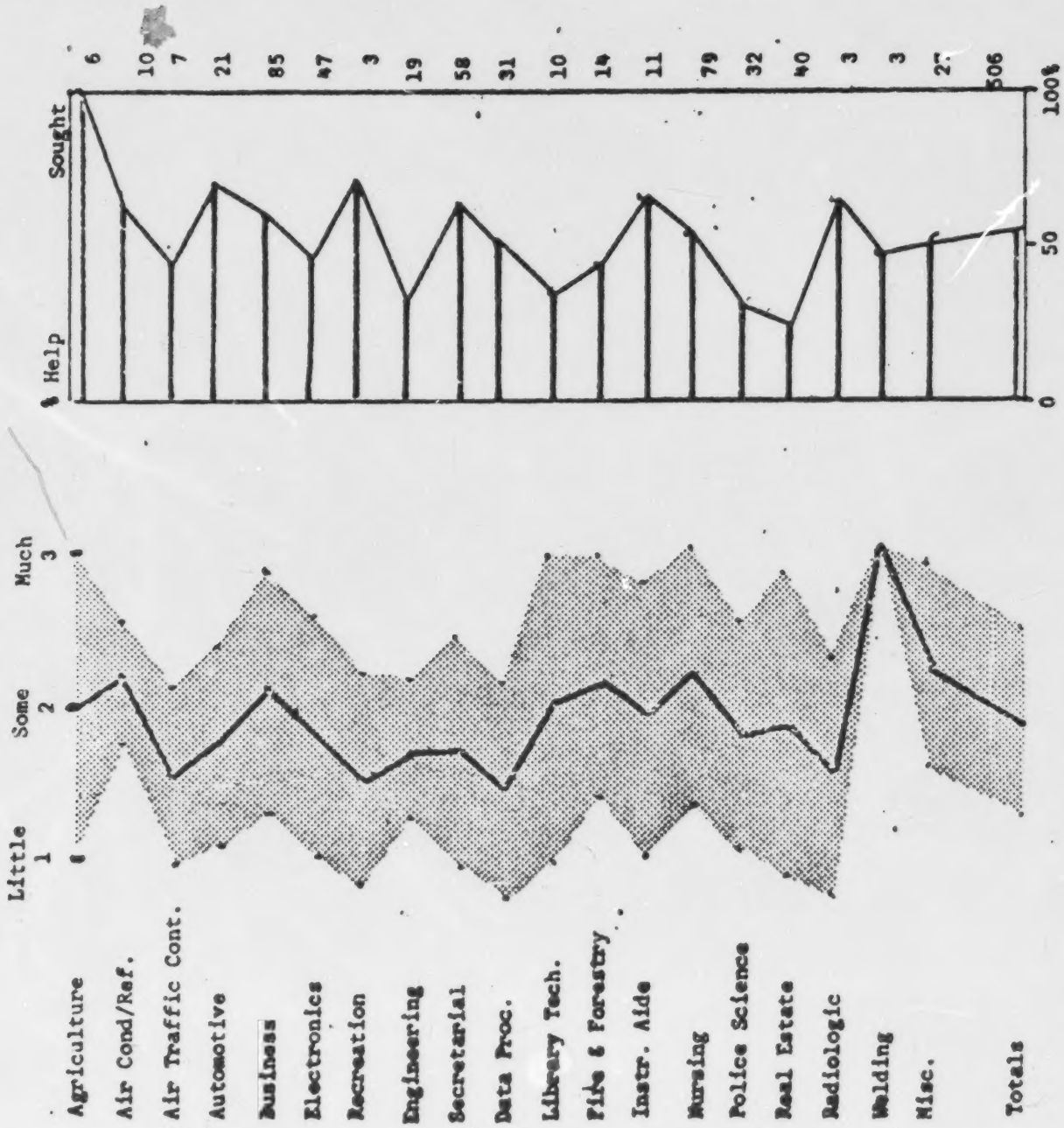


FIGURE 9.10

DEGREE OF HELP IN ALERTING THE STUDENT TO VARIOUS SERVICES AT A.V.C. FROM TEACHERS



APPENDIX B

Exhibits

1. Cover letter
2. Questionnaire
3. Department of Motor Vehicles form - deleted, not reproducible

Approximately 20% of the returns were due to Department of Motor Vehicles' address corrections

June 21, 1973

Dear Alumnus:

The purpose of Antelope Valley College is to meet the educational needs of its students, and the persons who can best determine whether or not we are accomplishing our purpose are our former students.

As a former student would you please take a few moments of your time to complete and then to return to us the attached questionnaire.

Your responses will be carefully analyzed by us to determine how we can better meet the educational needs of new students.

With warm personal regards,

W. N. Kepley, Jr.
Superintendent-President

ae

ANTELOPE VALLEY COLLEGE

INSTITUTIONAL RESEARCH

DEAR STUDENT:

IN A CONTINUING EFFORT TO IMPROVE EDUCATIONAL OFFERINGS, ANTELOPE VALLEY COLLEGE IS DIRECTING THIS QUESTIONNAIRE TO YOU, A RECENT STUDENT. PLEASE ASSIST US BY COMPLETING ALL APPROPRIATE SECTIONS AND IMMEDIATELY RETURNING IT IN THE ENCLOSED, SELF-ADDRESSED, STAMPED ENVELOPE. (YOUR ANSWERS AND COMMENTS WILL BE HELD CONFIDENTIAL.) THANK YOU FOR YOUR COOPERATION.

FRANK ROBERTS
INSTITUTIONAL RESEARCH

ANTELOPE VALLEY COLLEGE

INSTITUTIONAL RESEARCH

OCCUPATIONAL QUESTIONNAIRE

DIRECTIONS: PLEASE FILL IN ALL APPROPRIATE SECTIONS.

SECTION A PLEASE COMPLETE IF YOU ARE NOW ENROLLED IN ANY EDUCATIONAL INSTITUTION (INCLUDING AVC)

1. NAME OF INSTITUTION: _____

   CITY AND STATE: _____

2. CURRENT MAJOR: _____ MAJOR AT AVC: _____

3. I AM ENROLLED ( ) FULL TIME ( ) PART TIME (LESS THAN 12 UNITS)

4. TRANSFER OF AVC CREDITS TO FOUR YEAR INSTITUTION (PLEASE INDICATE YOUR EXPERIENCE.)

   A. ( ) NOT APPLICABLE
   B. ( ) I TRANSFERRED ALL CREDITS WITHOUT ANY LOSS
   C. ( ) I LOST CREDITS BECAUSE: ( ) COURSES WERE NOT ACCEPTED
      ( ) UNITS WERE REDUCED
      ( ) CHANGED MY MAJOR
      ( ) OTHER _____

SECTION B PLEASE COMPLETE ALL APPROPRIATE QUESTIONS IN THIS SECTION

1. I AM EMPLOYED: ( ) PART TIME ( ) FULL TIME (40 HOURS OR MORE PER WEEK)

   _____ _____ _____
   (IN WHAT KIND OF BUSINESS ARE YOU EMPLOYED) (CITY WHERE EMPLOYED) (TITLE OF YOUR JOB)

2. MY MAJOR AT AVC WAS: _____

3. DID YOUR COURSES AT AVC DIRECTLY PREPARE YOU TO: (CHECK YES OR NO WHERE PERTINENT)

A. OBTAIN PRESENT JOB	( ) YES	( ) NO
B. PERFORM PRESENT JOB FUNCTIONS	( ) YES	( ) NO
C. ADVANCE IN PRESENT JOB	( ) YES	( ) NO

4. WAS MORE TRAINING AT AN INSTITUTION OTHER THAN AVC NECESSARY FOR YOU TO:

A. OBTAIN PRESENT JOB	( ) YES	( ) NO
B. PERFORM PRESENT JOB FUNCTIONS	( ) YES	( ) NO

5. I AM NOT EMPLOYED BECAUSE I AM: ( ) A HOUSEWIFE ( ) IN THE ARMED FORCES ( ) ENROLLED IN AN EDUCATIONAL INSTITUTION.

   OTHER _____

SECTION C PLEASE EVALUATE AVC IN TERMS OF ITS CONTRIBUTION TO YOU IN EACH OF THE FOLLOWING AREAS

1. CURRICULUM (CHECK APPROPRIATE RESPONSE TO EACH STATEMENT.)
   A. COURSE CONTENT WAS ( ) EXCELLENT ( ) ADEQUATE ( ) POOR
   B. HOW INTERESTING OR CHALLENGING DID YOU FIND COURSE WORK? ( ) VERY INTERESTING ( ) INTERESTING ( ) DULL
   C. HOW WELL DID YOUR TECHNICAL-VOCATIONAL COURSE WORK RELATE TO THE REAL WORLD? ( ) EXCELLENTLY ( ) ADEQUATELY ( ) POORLY

2. FACULTY PLEASE RATE AVC FACULTY AS A WHOLE:

	ABOVE AV.	AVERAGE	BELOW AV.	UNABLE TO RATE
A. TAUGHT CLASSES IN A MANNER BOTH MEANINGFUL AND EDUCATIONAL	____	____	____	____
B. INSPIRED ME WITH DESIRE FOR ADDITIONAL INFORMATION	____	____	____	____
C. KEPT APPOINTMENTS: AVAILABLE FOR CONFERENCE	____	____	____	____
D. ACTED AS EDUCATIONAL ADVISORS AND COUNSELORS	____	____	____	____
E. GRADED IN A MANNER WHICH KEPT ME AWARE OF MY PROGRESS	____	____	____	____
F. MADE MATERIAL PRESENTED SEEM USEFUL AND RELEVANT	____	____	____	____

3. COLLEGE SERVICES PLEASE RATE THE DEGREE OF HELP YOU RECEIVED IN EACH OF THE FOLLOWING:

	Counselors				Teachers			
	Much	Some	Little	Help Not Sought	Much	Some	Little	Help Not Sought
A. Formulating career or vocational plan	:	:	:		:	:	:	
B. Learning to recognize my interests, abilities, limitations	:	:	:		:	:	:	
C. Evaluating my scholastic progress and revising plans when appropriate	:	:	:		:	:	:	
D. Solving problems that interfere with educational progress	:	:	:		:	:	:	
E. Alerting me to various services at AVC	:	:	:		:	:	:	

4. ASSISTANCE IN OBTAINING EMPLOYMENT

A. ( ) Did not seek assistance
B. ( ) Sought assistance - no suitable job available
C. ( ) AV College personnel directly helped me obtain part-time employment
D. ( ) AV College personnel directly helped me obtain full-time employment
E. ( ) I intend to use AV College personnel in the future
F. ( ) Job placement was provided through the AV College Counseling/Placement Service

SECTION D COMPLETION OF COLLEGE PROGRAM (check appropriate answers)

1. ( ) I completed all courses in my certificate program but did not get a certificate. (A certificate is not a degree)

2. ( ) I was awarded a certificate upon completion of my program.

3. ( ) I completed all courses in my major but did not get a degree.

4. ( ) I received a degree from AVC.

5. ( ) I did not complete my program at AVC.

6. ( ) I plan to return to school and complete my certificate program.

7. ( ) I plan to return to school and complete my degree program.

8. ( ) I am presently attending school to upgrade myself in my occupation.

SECTION E FILL IN APPROPRIATE BLANKS

1. I attended AVC during the _____ (Day, Evening, Both Day and Evening)

2. A. Please indicate the approximate number of units completed in Day classes _____ units.
B. Please indicate the approximate number of units completed in Night classes _____ units.

SECTION F GENERAL QUESTIONS

1. In general, how would you rate your junior college experience
( ) of great value
( ) of moderate value
( ) of limited value
( ) of no value

2. In what ways has your junior college experience assisted you in what you are now doing (Financially, Educationally, Socially, etc.)?

(If more space needed, use reverse side)

3. What junior college experience did you find most, and least beneficial?

(If more space needed, use reverse side)

Many thanks for your cooperation
AV College - Institutional Research

_____
Signature (You may omit this if you wish)

APPENDIX C

Numbers responding by month

Group 1	Prior to May 1973	203
Group 2	May and June 1973	117
Group 3	July, August and September 1973	186
		506

APPENDIX D

Raw Data

College Services

NOTES:

Certain criteria used in selecting the sample discriminated against recently instituted programs and may account for the small number of respondents in some areas such as welding and agriculture. It is understandable that results in majors with few returns are not as reliable or valid as those with many returns. However, information from a small number in a particular major is better than no information, therefore all results are tabulated. Since concern may arise over the numbers contacted in each major, the number of replies is tabulated on each table. Instant assessment may be made of any conclusion or inference by observing the number of replies received in each major.

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UNIVERSITY OF CALIF.
LOS ANGELES

JUN 26 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION